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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1873-74.

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BENGAL SECRETARIAT LIBRARY

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1873-74.

PRIMARY INSTRUCTION.—The returns and reports of the year show that Sir George Campbell's scheme of primary village schools has continued to make great progress during the last twelve months. PRIMARY INSTRUCTION.

Excluding the districts transferred to the new Chief Commissionership of Assam, the returns of the previous year show that on the 31st March 1873 there were in operation 8,256 primary schools of different descriptions receiving support from Government, with an attendance of 205,939 pupils; and that of these, 5,775 were pathsalas aided under the new scheme, having an attendance of 137,717 pupils.

On the 31st March 1874 the corresponding returns show* that the schools maintained under the old systems numbered 2,584, and their pupils 72,114; while the number of pathsalas aided under the new scheme has risen from 5,775 to 9,645, and the pupils attending them from 137,717 to 231,323. In the last report an anticipation was expressed that by the end of the year the number of new pathsalas might probably be not less than 11,000, with an attendance of 250,000 children, and considering that this estimate included the pathsalas in the Assam districts, which are now removed from our lists, there seems little doubt that it has been fully realized. On the whole there have been added to our lists in Bengal no fewer than 3,976 primary schools, and 197,498 pupils, during the twelve months ending the 31st March 1874.

* *Primary Schools*, 1873-74.

	Schools.	Pupils.
Government lower schools ...	22	644
Grant-in-aid lower schools	320	9,194
Circle lower schools	202	7,835
Pathsalas under the old scheme	2,040	54,441
Total under old systems ...	2,584	72,114
Pathsalas under the new scheme	9,645	231,323
Grand total of primary schools	12,229	303,437

In 1872-73 the State expenditure on all kinds of primary schools, exclusive of those in Assam, was Rs. 1,80,592, of which Rs. 1,33,069 was spent on primary schools under the old systems, and Rs. 47,523 on pathsalas subsidized under the new scheme.

The corresponding expenditure during 1873-74† was Rs. 1,42,497 for primary schools under the old systems, and Rs. 2,44,336 for the newly subsidized pathsalas. Hence the average expenditure was little more than Rs. 25 for each pathsala, or not quite Rs 2-2-0 a month. This is of course considerably below the average rate of subsidy actually allowed, which is due to the fact that many of the pathsalas included in the returns of the 31st March had received subsidies for less than the full period of twelve months.

† *Primary Schools*, 1873-74.

	Rs
Government lower schools	3,926
Grant-in-aid lower schools	16,995
Circle lower schools	11,506
Pathsalas under the old scheme	1,10,070
Total expenditure on primary schools under old systems ..	1,42,497
Pathsalas under the new scheme ..	2,44,336
Grand total of expenditure on primary schools	3,86,833

The foregoing statements show that the success of Sir George Campbell's scheme has been most complete as far as regards the number of schools and scholars which it has added to our educational rolls. (It cannot be doubted that the appropriation of four lakhs of rupees per annum for the encouragement of primary instruction has given a marked and beneficial impulse to educational progress in Bengal.) It may at the same time be fairly acknowledged that mistakes have been made in the expenditure of the money, and that less than full value has been obtained from the outlay. But after making this admission the broad fact remains that a wide scheme has been started, and is at work in every district, which may without difficulty be improved and developed into a really valuable system of national primary education for the people of Bengal.

PRIMARY INSTRUCTION.

The faults and merits of the scheme in its present shape are brought out clearly in the reports of the year, from which have been gathered the following summaries of the results obtained, with the opinions of the officers who have worked it.

BURDWAN DIVISION.—In the Burdwan Division the several districts appear to have allotted out the full amount of the sums placed at their credit for primary schools, though the whole of the grants were not expended within the financial year. They have now at work nearly 3,000 schools for primary instruction, receiving aid out of Government funds and inspected by Government officers, besides 250 unaided schools of the same kind which are returned as under inspection.

The Inspector, Mr. Hopkins, remarks: "That any balance at all existed at the end of the year is not so much owing to the inability of the district magistrates and committees to spend the money, as to the fact that they did not know exactly what they had to spend. This doubt was not cleared up until January last, when the Director issued a distribution list of pathsala grants, and the district officers were somewhat embarrassed by the intelligence that the sum to their credit exceeded their expectations by one-third. The budget allotment for the past year, it is true, gave Rs. 4,00,000 for primary schools, but the distribution list of 30th September 1872 divided among the districts Rs. 3,00,000 only for this purpose.

"If the primary school fund is to be administered under the Inspector's supervision, or if indeed he is to be looked upon as in any way responsible or directly interested in expending it, periodical statistics of progress ought to be submitted to him. The forms of abstract quarterly accounts of funds spent by district officers, alluded to in paragraph 8 of the Resolution No. 3581, dated 30th September 1872, have not yet been prescribed, and nearly two years have passed. During this interval inspectors have been no better informed of the operations of district magistrates than other members of their district committees, whom they may consult on the subject or not as they please."

The Inspector points out that there is no uniformity in the fee income of teachers as shown by the district returns.

"In Burdwan and Bankoora the private income is considerably less than the State expenditure; in Beerbhoom and Hooghly it is more. In Midnapore the private income is about four times the State expenditure. The inference is clear that the returns of private income are unreliable; it is therefore unsafe to make them the foundation of my general deductions. I do not think it would be possible to obtain correct figures. The same may be said of the improved pathsalas. It is a pity the returns are complicated with details so misleading and unsatisfactory. Supposing the figures correct, we find ourselves entangled in a dilemma, for we must also acknowledge that where the middle classes for grant-in-aid schools meet a due proportion of the state expenditure by private expenditure of Rs. 10, the lower classes in primary schools supplement the same proportion of State expenditure by paying Rs. 9.

"From this we are led to the conclusion that either the grant-in-aid rules are too liberal, and the lower classes exhibit a more favorable disposition towards education than the middle classes, or the statistics are inaccurate."

No doubt statistics of this kind will never be strictly accurate, but it is quite possible, and not improbable, that our returns of the private income of village teachers may approximately indicate with some truth the relative educational condition of districts and the habits and tendencies of different populations.

As regards the state of the village schools and the general progress made during the year, the Inspector reports:—

"In the first place the attendance at the old pathsalas has improved. In the previous year the number of pupils was 17,413 for this class of school; in the year of report it was 18,543. This increase in the face of the prevailing high prices, the prevalence of a disastrous epidemic in the districts of Burdwan and Midnapore, where two-thirds of the schools are located, and the competition of hundreds of village schools admitted to equal privileges, proves the groundlessness of apprehensions as to the future existence and popularity of these schools. Competition has imposed new vigour into the teachers, whose training has been substantially good, though it has affected them with the conceit of a little knowledge, freedom from which makes the genuine unmolested guru so popular with his neighbours.

"The new pathsalas have increased from 880 to 2,294. This increase is due to a great extent to the expansive character of the Midnapore payment by results scheme. There we have 1,477 new village schools, which have complied with all the rules laid down for them, with 26,388 pupils, against 576 schools and 11,502 pupils of the previous year. It is noticeable, however, that the average attendance of these 1,477 schools is 20, whilst the remaining 817 schools, of which 313 belong to Burdwan, give an average of 31.

"Last year gives 29,055 pupils who can read and write at schools for primary instruction; the previous year's statistics give 12,046."

This progress, the Inspector remarks, has met with its difficulties "There is a general outcry for printed easy readers, easy spelling books, in fact a primary school course. One compact little book of 121 pages has already been published by Khetra Nath Bhattacharya, professing to be a compendium of the primary scholarship course. The type is not

plain enough, nor are the subjects of reading and writing treated in sufficient detail for beginners. The book costs only 4 annas a copy.* Besides the scarcity of text-books the other difficulties are briefly alluded to in the Burdwan and Midnapore reports. They are these:—When a village schoolmaster, in order to go through a course of lectures at the normal schools or on account of sickness, absents himself, it is next to impossible to get any one to act for him; and again, in villages inhabited by poor communities of the higher castes, the guru gets nothing by a subsidy from Government, for the villagers immediately reduce their subscriptions by as much as he receives from Government. The argument relied on is that the sarkar did not intend by the present arrangements to benefit the gurumahasay only. Where this ingenious fallacy is promulgated, there is no remedy but to submit or withdraw the subsidy, for the villagers are perfectly convinced of the righteousness of their case. Time and education will speedily reduce difficulties of this sort to a minimum."

* Much too high a price for a primer of this kind

With regard to the different plans adopted by the district officers in this division for the administration of the primary school funds, the Inspector writes:—

"In Midnapore payment by results effected after examinations conducted at 113 sub-centres and 10 centres by the available educational officers and private individuals formed into examining committees, is supplemented to a small extent by the payment of fixed monthly stipends to a few schools under special circumstances; whilst in the other four districts a fixed monthly payment system is supplemented and assisted by the distribution of annual rewards allotted to both teachers and boys on the reports of the inspecting staff, considered together with the general results of the primary scholarship examinations. It is almost impossible to say which system will produce the most permanent results; at present they are in favor of Midnapore, but, on the other hand, the work of the hand of Babu Bhu Dev Mukhurji and his pathsala sub-inspectors, is indelibly fixed in Burdwan and south Beerbhoom, where village schools are far superior in number of pupils and in general progress to the same kind of schools in Midnapore; printed books are more commonly used; the pupils are better provided with text-books and writing materials, and better taught."

The Midnapore scheme of payment by results appears to promise so much success, and may be so useful as an example to other districts, that it seems desirable to add here some extracts from an interesting memorandum by the Magistrate, Mr. H. L Harrison, to whom the scheme is due, describing the details of his system and the advantages which he claims for it.

Mr. Harrison writes:—

"The first principle aimed at has been the proper partition of the district. This has now been fully carried out so as to enlist local sympathies on the side of primary education.

"There being 20 scholarships for primary schools allotted to Midnapore, each tenable for two years, this allows 10 to be awarded every year. In order that a few of the best schools round the head-quarters of the district might not monopolise the lion's share of these scholarships, the district has first been divided into 10 circles, each circle composed of one or more entire thanas. To each circle one primary scholarship is awarded every year"

* * * *

"The inspecting officers under my general control have divided the district into 113 sub-centres, the principles of the division being, (1), that the 113 sub-centres of examination are within a maximum distance of five miles from each pathsala included in the sub-circle; (2), that each thana contains an integral number of sub-centres; and, *a fortiori* (3), each circle an integral number of sub-circles.

"Each sub-circle has a local committee of five to ten of the most respectable residents, who take an interest in education. They are nominated by the inspecting officers and appointed by the magistrate. These sub-committees are the channel of communication between the magistrate and inspecting agency, on the one hand, and the pathsala gurus on the other, otherwise it would be difficult to communicate orders announcing days of examination, &c.

"To enable the payment by results to be efficiently carried out, two sets of examinations are organized The first consists of *pass* examinations held at each of the 113 sub-centres. The six inspecting officers are charged with conducting these examinations between them during the four months, November to February, inclusive; the gurus of the sub-circles receive notice of the day fixed and bring their boys, or such of them as they think can pass, to the sub-centre, where the deputy or sub-inspector, assisted by the local committee, examines the boys produced in four subjects—(1), reading and writing; (2), arithmetic, mental and written; (3), zemindari and mahajani accounts; (4), mensuration or land measurement. Each boy may pass in each subject, and his guru is paid accordingly. The money for payment is placed at the thanas for the sub-inspector to draw upon, and he pays the rewards then and there, each guru giving a receipt, and the members of the committee certifying that this is done in their presence. The examination sheet is then forwarded to me with all the receipts on it, and passed as an authorized charge against the primary grant. It will be seen that this system makes fraud so highly dangerous as to be practically out of the question.

"The second examinations are competitive, and act as a stimulus on the gurus who take most trouble at the first examination. At the first examination from two to five boys are selected from each sub-circle who appear the most qualified, and these are given a certificate authorizing

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them to compete at the centre examinations which are held in March. Thus 30 or 40 competitors are provided at each of the centres, and a qualified committee is selected to assist the deputy or the sub-inspector. The competition is expressly restricted to elementary subjects (the same as the pass examination) to prevent the gurus aiming at secondary education, soundness and sharpness, and not extent of learning, being rewarded. The best boy gets the primary scholarship of the centre, and his guru a money reward of Rs. 12. A proportion of the remainder, varying in different centres from 40 to 80 per cent., get money rewards of from Rs. 5 to Re. 1, according to place on the list, the guru receiving a reward of the same value as the pupil. Those who fail, if they have come from any distance, get an allowance or *khoraki* of a few annas.

"This payment to pupils, whether as rewards or as *khoraki*, was not perhaps intended as a charge on the primary grant, but I earnestly hope it will be approved of as an essential portion of the scheme. It will be seen when I come to figures that the payment to pupils only amounted to about 5 per cent. of the expenditure, all the remainder of which, with trivial exceptions, went to the gurus. In fact, it only takes the place of the prizes which are necessarily given to the pupils in every school.

"Besides the payment by results, a fixed allowance of Rs. 2 is at the same time paid to each guru under agreement who comes up to the examination, ostensibly as a remuneration for preparing his returns, but in fact as a sort of fixed reward over and above the fluctuating reward he obtains for his pupils. This year, owing to the elaborate returns required by the Director, the allowance was raised to Rs. 3 for all the pathsalas that furnished these returns."

* * * * *

"The following figures show the success attained, which, even in spite of the epidemic which prostrated the people in the most advanced part of the district, far surpassed the most sanguine anticipations that could be formed :—

	Number of pathsalas under agreement that attended the 10 centre examinations in 1872-73.	Number of similar pathsalas that attended the 113 sub-centre examinations in 1873-74.
	576	1,609
Number of pupils studying at these schools	11,502	28,357
Number that were actually put forward by the gurus as qualified to pass	.....	8,939
Number that were passed—		
1. Reading and writing ... Higher standard	.....	1,084
Lower "	.....	5,895
Total ...	.....	6,979
2. Arithmetic ... Higher standard	.....	1,170
Lower "	.....	4,317
Total ...	.....	5,487
3. Zemindari and mahajani accounts	.....	77
4. Land measurement	.....	.....

"It is not expected that any one will pass in mensuration till the gurus return from the training school."

* * * * *

"The following is an outline of the advantages which I claim for the system :—

"1. It bears the same relation to the monthly aid system that piece work bears to day work. All the advantage of shamming to keep up pathsalas is removed; success attends care and attention; the guru may close his school when he likes, but has no interest in pretending to keep it open. It would be utterly impossible to look after 1,700 pathsalas with only six inspecting officers on any other system than that of payment following results.

"2. It is much more economical. It will be seen that each guru on an average received Rs. 7, or about 9 annas a month; pathsalas aided monthly cannot be kept up so cheaply. In the present case, while the bulk of the gurus get but little, they *may* get a great deal; thus in the current year nine gurus got over Rs. 35; nine more over Rs. 30; 17 more over Rs. 25; 22 over Rs 20; and 73 over Rs. 15. Again, the payment is enhanced in value by being given as a reward for actual success after all the *eclat* of a public examination.

"3. It reduces to a minimum the discouraging effect on private expenditure which all Government aid causes. It is perfectly well known that as soon as Government aids any such institution the people reduce their fees at once. Thus Rs. 10,000 given in the form of monthly aid to so many pathsalas will not add more than Rs. 5,000 or Rs. 4,000 to the income of the gurus, and the rest will be balanced by reduced fees. Given in the manner here set forth, and as a distinct reward of success coming once a year, the people have much less excuse to retrench; but they nevertheless do so to some extent.

"4. The examinations spread all over the country increase indefinitely the interest in primary education, and the competition between the gurus is a powerful stimulus to the latter to exert themselves.

"5. By the system of sub-committees, who are associated in the examinations, local interest is stirred up. Already one endowment of a primary scholarship to be given in a certain sub-centre (Mysadal) has been created, and probably many more will be in the next year or two.

"6 While leaving the gurus entirely unfettered outwardly, it provides us with the best possible lever for introducing reform. Whatever the examinations lay down, the gurus will look to. At present the orthography of pathsalas is so bad that it could not be at once made a *sine qua non* of passing, but by paying more attention to it year by year the gurus will per force improve themselves.

"7. It succeeds in entirely winning the confidence of the gurus. Instead of looking at the sub-inspector as a spy or an innovator, his advice is gladly listened to in the hope of obtaining better results.

"8. Incidentally it secures a thorough inspection on the part of the inspecting agency, who must visit in turn every sub-centre The temptation to pass over the inaccessible tracts and pay four-fold attention to those most easily reached is thus overcome.

"The chief weakness in the system is its tendency to galvanize pathsalas into existence at the time of examination which afterwards drop off. To remedy this I propose next year to increase the fixed payment, say to Rs. 4, but only to allow it to pathsalas that were under agreement the previous year and have kept up during the year. New pathsalas may earn what they can by results, but will receive no other payment.

"It will no doubt be observed that the system of payment obviates all inconvenience and expense to the gurus, who receive on the spot 16 annas in every rupee without a pice of expenditure unless they earn over Rs. 20, when they have to affix a stamp to their receipt. This was invariably attended to.

"I have to add that, as a rule, the deputy inspector and sub-inspectors worked admirably, and it is entirely due to their exertions and to their throwing themselves so thoroughly into the system set before them, that it worked so well As far as I can judge, no other department would have worked a new system so successfully and intelligently, and I received from all sides the best reports of their fairness, impartiality, and integrity."

The Inspector remarks on the difficulties experienced in securing the regular payment of the village teachers :—

"Many primary schools are situated in remote and almost inaccessible places, postal communication is impracticable, and frequent inspection visits equally so, for, with the large number of schools in their charge, inspecting officers cannot afford to spend a whole day in visiting one village school. The gurus are therefore unpunctually paid. Thus payments are often in arrears for four, sometimes for six months, and I confess I do not see any way to a plan to prevent the delay. Indirectly, the operations of the inspecting staff might be controlled if the receipted bills on which stipends are drawn were submitted to some officer who has time to check them. At present there is no check on the paying officers, for the receipts, I have ascertained, are retained by them for months together, and finally get no further than the principal deputy inspector."

It will be seen that even in the Midnapore district under a strict system of payment by results the villagers are still said to reduce their fee payments to the gurus in consideration of the Government money allotted to them.

On the deficiency of school accommodation, Mr. Hopkins remarks :—

"The gurus wander from house to house, and trust to the good nature of some householder. This produces irregularity. If the guru has no house of his own, the villagers ought to provide a commodious hut for the school. I find private houses used as school premises are a mistake, for the owner always interferes more or less in the management of the school and the admission of pupils"

Mr. Hopkins has not been favorably impressed by the night schools and girls' classes attached to some of the improved pathsalas, though he says that many of the subordinate inspecting officers speak highly of them. "The night schools," he writes, "are thinly attended by lads who ought to be at day schools, and are taught by a master whose energies ought to be worn out by six hours day teaching. Many more girls attend pathsalas where the teachers receive no extra remuneration for the classes than where remuneration is given. I would have no distinction between the sexes in village schools, for I am convinced it does more harm than good."

The night schools are intended for adults and for children employed in cow-keeping during the day, and they ought to be useful amongst an agricultural population. The Inspector is probably right in his view that children of both sexes should be treated alike in elementary village schools.

The Commissioner has made no remarks on the Inspector's report.

PRIMARY INSTRUCTION

CALCUTTA.—In the distribution of the pathsala grant of 1872, no allotment was given to Calcutta, and practically Government has as yet done nothing for native mass education in the metropolis of India. The Inspector writes :—

"In the other districts of Bengal there were model or pioneer schools, circle schools, and improved D pathsalas on the Bhu Dev plan; none of these classes of schools were ever vouchsafed to Calcutta, and following the same rule, Calcutta is the only district of Bengal deprived by Sir George Campbell of all participation in his noble primary pathsala grant and in his primary scholarship grant.

"Primary education is left virtually to work itself in Calcutta on the principle of demand and supply, and the returns show that there do exist a great many primary schools, nor do we know how many more. It may be maintained that the shoemakers in Calcutta fulfil the demand for shoes; and that even if their work is not of a high order of excellence, it would not be improved by Government interference, Government inspection, or Government subsidizing.

"How frightfully neglected the education of the Calcutta masses is, may be inferred from the fact that out of 133,131 Muhammadans only 595 are found in the 321 schools, with 21,917 pupils included in the last returns.

"The Calcutta municipality is almost the only municipality that makes no grant for education. A very small sum would start, say four Hindu, four Muhammadan, and four Christian primary schools in Calcutta. At present such efforts as are made to reclaim or improve the lowest classes are due to the different religious bodies.

"The social position of the 8,042 pupils contained in the schools that have given full returns is—

	Christians.	Hindus.	Mussulmans.	Others.	Total
Upper classes ...	1	405	8	0	414
Middle classes ...	743	4,470	435	3	5,651
Lower classes ...	394	468	152	22	1,026
Parentage unknown ...	327	608	0	6	941
Total ...	1,465	5,951	595	31	8,042

"This return thus equally brings out the fact that very little is done in Calcutta for the education of the masses by Government."

PRESIDENCY DIVISION.—"In the greater part of the Presidency Division," writes the Inspector, Mr. Clarke, "in fact, nearly in the whole of it except the southern edge abutting on the Sundarbans, village pathsalas under old-fashioned gurus abounded previous to the primary grant of September 1872. This was put out in such cases in grants of Rs. 2-8 to the best of the existing gurus, *i.e.*, those who had the largest schools. In very few cases was any test applied to the guru; it was known or assumed that he taught country writing and arithmetic, and that was enough. In Satkhira and Kulna sub-divisions from one-third to one-half of the pathsala grants may have been to new villages to which gurus were sent. In Diamond Harbour sub-division about half the E pathsala grants were given to new schools, but in nearly the whole of the rest of the division the grants were given to pre-existing schools, and these have as yet not been improved."

Mr. Clarke discusses at some length the condition of the newly subsidized pathsalas, their relation to lower class schools of other kinds, and the possibility of improving them. "The three district committees," he writes, "have treated their 'pathsalas' differently. Sir George Campbell spoke of pathsalas as implying primary schools, and one committee has classified accordingly. It may be a question whether Sir George Campbell did not intend all 'circle' pathsalas, D pathsalas, *i.e.*, improved Bhu Dev pathsalas, and Government lower vernacular schools, to be reduced to his primary standard; but nothing has been done of any consequence in this direction, except that the Magistrate of Nuddea appears to have broken up eleven D pathsalas and to have expended the money on E pathsalas, *i.e.*, primary schools.

"I should explain that the E pathsalas, or schools which teach (95 per cent. of them) the primary course of Sir George Campbell, form a class of school quite separate from all our other schools. A lower vernacular school means a middle vernacular school shorn of its two upper classes Such a school teaches, as far as it goes, as soundly as any of our schools, though not so highly, and it possesses a faculty for improvement, so that at any time it may rise to the middle standard. Such lower vernacular schools generally have teachers qualified to teach the middle standard, and form part of the general system of vernacular education.

"Our D pathsalas teach nearly the standard of our lower vernacular schools, but many of them have reached, or nearly reached, the middle standard, and all of them are reported to be aspiring towards this middle vernacular standard. Our 'circle' pathsalas are some of the middle vernacular standard, some of the lower vernacular standard, and many others in the course of rising from one to the other.

"A few of the schools receiving grants under the budget grant of 30th September 1872 (and therefore classed as E pathsalas), are true lower vernacular or middle vernacular schools, the Deputy Inspector having in these few cases managed to give primary grants, not

to old-fashioned gurus, but to young pandits from our vernacular schools or normal schools. This number (in the Presidency Division) will not exceed 5 per cent. The great mass of the E pathsalas are genuine primary schools, such as Sir George Campbell wished they should be. The gurus are old-fashioned men who can teach the primary course *at most;* they and their pathsalas are most difficult to improve. The education given in these pathsalas does not fit on to our general system at all. The spelling is often faulty in the extreme; the reading from books very little; in arithmetic they do simple long division by continual subtraction; in surveying they find the area of fields by squaring the quarter girth. In the teaching of such schools it may be safely asserted that, up to date, no improvement whatever has been effected by giving them Rs. 2-8 a month from Government.

"There is thus a very broad line established between the E pathsalas and all the other sorts of schools classified as 'primary' in the reports; in these latter a competent sound teacher is placed, and the education is left to filter downwards and by degrees reach the lowest but one class of society. In the E pathsala, a school frequented mainly by the lowest class but one of society is accepted together with its guru, is given a grant for doing what in many cases it did before; and the problem before us, as yet unsolved, is how such schools are to be benefited by Government money and Government interference?

"During the year under report no increased allowances were given to 'circle' or D pathsalas, and the lower class vernacular schools (Government and aided) obtain nearly the same amount as before; but a large additional sum was discovered for E pathsalas, so that the 24-Pergunnahs got Rs. 3,000 extra, Nuddea Rs. 2,400 extra, and Jessore Rs. 1,500 extra. It follows that the E pathsalas have increased largely both in schools and boys; while the 'circle' and D pathsalas have remained nearly stationary, or, at all events, the number of schools has remained stationary, or slightly diminished, if the number of boys has increased a little.

"One main object of Government in founding these E pathsalas was to give the Government education money for the benefit of a lower social class, and this object has been obtained, at least, temporarily. The Chasa and fishermen boys only rarely go to any school, and the old 'circle' and D pathsalas contain boys of nearly every class above the lowest; but the E pathsalas contain a much larger percentage of Muhammadan and bazar boys than do the D and 'circle' pathsalas.

"The minute by the Magistrate of Nuddea contains, in a very brief space, all that can be said (as I believe) in favor of the E pathsala system as it now works. He draws a picture, describing the E pathsalas as filled exclusively with lower class boys, the D pathsalas as filled with *bhadra lôk*. This is, I am sure, too absolutely stated even for Nuddea. Boys of one social rank naturally go to the same school as other boys of their own class; and, *on the average*, the social class of E pathsalas is below that of D and 'circle' pathsala boys; and that is all, I believe, that can generally be affirmed There are circle pathsalas that contain boys of a very low class; and there is this important note to be made that by taking up a village guru of the lowest class you get into our education returns (at a cost of Rs 2-8 monthly) a large number of low class boys at once. If you establish instead a 'circle,' or D pathsala, it is less popular at first with the lower class boys; but we see such a school make its way, and the people of lower class to appreciate its value more and more year by year. In short, the whole course of education, under the influence of Government during the last eight years, has been one of continued infiltration."

As regards the improvement of the old-fashioned pathsalas, Mr. Clarke continues:—

"There are several difficulties in the way of elevating the education in these pathsalas As one magistrate (in another division) has forcibly put it, if you attempt improvement, you are very likely to improve these schools off the face of the earth. Sir George Campbell founded a system of second and third grade normal schools in every district to which these old-fashioned gurus were to be called up for four or six months and improved. In Jessore, it is agreed on all hands that this part of the scheme cannot be worked; at all events, not the slightest attempt is being made to work it, and the Jessore normal school is at work (as it has been many years past) educating D pathsala gurus. In the 24-Pergunnahs, the Magistrate of Basirhât was ordered to select out of his sub-division a brace of gurus for improvement to be sent to read in the Baraset third grade school; he sent a brace, who did not stay a week there, and then another brace, who likewise left, and then another, unto the fifth brace. There is the further difficulty raised by the experienced district deputy of Jessore that, if we were to succeed in improving any of these old-fashioned gurus, who learn very slowly in school, they would no longer be content with their Rs. 2-8 a month; they would want Rs 5 monthly at least, at which rate there are plenty of improved normal school men now waiting for employ.

"The Magistrate of Nuddea argues that the giving of Government money to the existing class of old gurus acts as a general encouragement, and that more men will in consequence enter the trade. This argument I urged in last year's report against the Magistrate of Chittagong, who thought it little use to give grants to existing old guru pathsalas. But throughout this division I have gathered the opinion that, when a guru gets a Rs. 2-8 grant from Government, the village diminish their contribution to him by at least an equal

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amount. This cannot be demonstrated, but it seems to be the universal opinion of the civil officers in Jessore, and of some of the most experienced officers in other districts.

"If this is so, there remain two things only that can be said in favor of the E pathsalas in the state in which they are receiving Rs. 2-8 each, viz., that such Government grants render the gurus less migratory, and that the Government money is thus bestowed on a lower social class than it can *immediately* be by any other method previously tried.

"The circle pandits receive Rs. 15 monthly Government pay; the D pathsala gurus receive Rs. 5 monthly Government pay; the E pathsala gurus in general receive monthly Rs. 2-8 Government pay. These are all fixed rates that are not practically raised or lowered, whether the teacher and his schools go on well or ill. The Rev. Mr. Ellis, of Jessore, who has had great experience of the schools and the people, commented to me strongly on the evils of this system. Doubtless the simplest and crudest system of payment by results would be better; but to carry out even this we require an enormous increase both in the number and status of our inspecting staff. It takes an inspector but a few minutes to ascertain how many boys in a school can read, write, and explain easy Bengali; and we might give our grant by the head number for boys, ascertaining some moderate standard of this kind. (I mention this particular standard only because we have been working it departmentally for years.) We should thus get over one serious evil in our schools, viz., that the head teacher is generally intent on teaching his first class for scholarships, and leaves all the rest of his school to very inferior teachers altogether. By a payment of grant or head money for all pupils over a low standard, we may get more attention paid to the middle of the school. The scholarships will always pull up the first class."

The Commissioner, Lord Ulick Browne, in his comments on the Inspector's report, remarks:—

"I concur in a great deal of what Mr. Clarke says, specially as regards primary schools, the new arrangements affecting magistrates of districts, and the appointment of district school committees to do certain duties.

"By means of increased grants and the exertions of the magistrates, the number of E pathsalas has increased during the year considerably in the 24-Pergunnahs and Nuddea; but in the case of the latter district the decrease in the number of unaided pathsalas is greater than the increase in English schools; so, even allowing for some of the unaided not sending in returns and being thus excluded, it is probable that grants have been given to hitherto unaided schools converting them into E schools.

"In Jessore, on the other hand, there is a great increase in unaided schools, owing, however, in this instance, to their being searched out by the inspecting staff and their statistics obtained. In the 24-Pergunnahs the increase in both classes of schools is considerable.

"With reference to Mr Clarke's remarks on Sir George Campbell's E schools, if the late Lieutenant-Governor only looked to teaching a small percentage of the lower classes a little reading, writing, addition, and subtraction in their own vernacular, as I believe he did, then what he has done is, I think, likely to meet with fair success; but if anything more was looked for, then I should say it has not been, and is not likely to be, attained.

"The subject was so entirely new to the executive last year that I fear many of us were in too great a hurry in looking on so many of the schools brought to notice in the first annual reports as so many additional schools full of new pupils, all suddenly arising in response to the offer of education to the masses; but as our ignorance of educational matters grows less, we see how much reason there is to doubt the correctness of such conclusions, and to say with any confidence, even approximately, what increase in primary schools and pupils has really taken place since September 1872. There can be no doubt that in a number of cases the Rs. 2-8 are paid to gurus who used to be paid by their pupils' fees; that now the parents of the boys have reduced their fees by that amount, and thus the only difference is that Government now pays the fees that the boys' parents used to pay. And then, again, as is particularly shown during the past year in Jessore, there must be a number of unaided schools whose statistics not being received by the Educational Department have no official existence, and that the number of such schools registered as existing depends upon the energy and persuasive powers of the inspecting agency and on the willingness of the school managers to give information. Without knowing accurately how many gurus and other unaided schools were in existence in September 1872, we cannot tell with any approach to accuracy what are the real results of Sir George Campbell's scheme or rather grants.

"As for improving the gurus and the E pathsalas, I do not expect to see that accomplished, and think that if any improvement is wanted it must be sought by establishing more D schools. As Mr. Clarke says, no test is applied as to the efficiency of the gurus, and in his paragraph 9 he shows how attempts to induce them to go to a normal school failed; while if it were to succeed, they would, as he observes, give up their guruships at Rs. 2-8 as being beneath their attainments."

RAJSHAHYE DIVISION.—The Rajshahye Division had been worked for many years under the improved pathsala system prior to the introduction of Sir George Campbell's scheme of 1872, and probably on that account the increase of primary schools receiving subsidies

from the state under the recent measure has been considerably less than in some other circles, where little or nothing had been done previously in the direction of mass education. The Inspector notices the fact that "while in some of the circles the primary schools were at once increased eleven-fold and even sixteen-fold, they were only a little more than doubled in Rajshahye." PRIMARY INSTRUCTION.

It is remarked both by the Inspector and the Commissioner that the year has not been a favorable one for the spread of education in this division, owing to the distress from failure of the crops, which has prevailed with more or less intensity in every district; but the Inspector reports that this distress had little apparent effect in diminishing the attendance at the schools he visited. "Who," he observes, "that saw the schools in the interior of the district, crowded as they were with children to the end of February last, could believe that the village people were at that very time purchasing food-grains at prices sometimes 50 per cent. higher than about the same date of the year before In the schools there were absolutely no outward signs whatever that anything like a famine was apprehended in the country. How could the people send their children in such numbers to school if they were (as they must be) so anxious about providing means for their subsistence? But yet such is the fact. I was out in the district to the middle of March and nowhere did I see school attendance grown less. I observed the same thing in the famine year of 1866 in the schools of Midnapore, Bankoora, and Burdwan. The attendance of children did not grow perceptibly less on account of the pressure of scarcity; but yet there was then, as there is now, one indication of popular distress in the schools. It is the marked and continued decrease of fee incomes. In 1866, when the pathsalas were under my immediate charge, I ascertained that the income from fees fell off 48 per cent. although the attendance had declined only 10 per cent. What the decrease has been this year I have no longer the means to ascertain, but wherever I have been I have found the village teachers clamorous for some increase to their stipends, and in those instances in which I had opportunities to examine their books, I found that the fee incomes had come down considerably. But it is not during the official year under report that the effects of scarcity and high prices can have manifested themselves very markedly in the schools. We have had as yet only two months at most of considerably high prices, and the time of severest struggle is just come and not yet gone away. To provide against these times the authorities in some of the districts have temporarily increased their payments to the village teachers, and it is to be hoped that they will be able by such means to keep on a good many of the new primaries."

As regards the statistics of the pathsalas for the past year the Inspector writes:—

"The total number of primary schools returned for the Rajshahye district during the year ending the 31st March last, is 1,847, being 91 more than the number returned for the preceding year. The roll number on the 31st March 1874 is given as 42,875, which is 3,734 more than it was on the same day the year before. The increase in the number of schools has therefore been 4·9, and in the number of pupils 8 7 per cent."

The numbers here given do not, however, correspond with the Inspector's figured statements. He proceeds:—

"The Government expenditure on the primary schools was Rs. 43,344-4-0 during the year 1872-73. It came to be Rs. 70,129-13-10 during 1873-74. It is impossible fully to explain why the expenditure was so disproportionately large for the single quarter of the year 1872-73 during which the scheme was worked."

There are signs of improvement in some of the pathsalas which received subsidies in the previous year.

"The education which is being imparted at most of the primary schools continues on the whole to be what it was at the time when they were first taken up. But symptoms of an ambitious or imitative spirit have begun to show themselves here and there. Printed books are slowly making their way into many of the pathsalas, and I remember to have seen not bad imitations of tables and benches made of bamboo in a few of the more respectable amongst them. I do not remark on these points with any view to deprecate such innovations. I look upon such movements as inevitable, and, if anything, as a proof that the Government money spent on the indigenous schools, is not being paid simply for the purpose of obtaining returns. When I find old gurumahasays subsidized by Government taking to printed books, and trying to spell through the lines, I believe that the man has felt the necessity of doing something for the money paid to him. When I see the village people felling their bamboos in order to convert them into benches for the accommodation of the children, I see the day not distant when they will express dissatisfaction with the unlettered teacher, and apply for a modest grant and a qualified pandit.

"I confess that I cannot see what great harm would result if a large number of the primaries should in time develop into good schools. But absolutely there is no fear whatever of any large number of our pathsalas rising up too high. They were low enough, and where was the necessity of subsidizing them at all if we are only solicitous to keep them as they were?"

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Primary Scholarships.—The examinations for these scholarships were conducted by the deputy and sub-inspectors under the orders of the district magistrates. The results are tabulated below :—

Districts.	Number of schools that sent candidates.	Number of candidates sent	Number passed.	Number that won scholarships.
Moorshedabad ...	126	519	126	7
Rajshahye ...	64	173	34	10
Maldah ...	26	114	73	4
Dinagepore ...	8	26	8	8
Rungpore ...	103	331	186	12
Bogra ...	13	24	16	4
Patna ...	116	463	47	7
Total ...	456	1,650	490	52

The Inspector suggests that in future this examination should be held simultaneously with the examinations for vernacular and minor scholarships.

"Excepting that it might be difficult to make proper arrangements for superintendence over such a large number of candidates at the same time, I do not see that there can be any objection to hold these examinations simultaneously with those for the vernacular and minor scholarships. I know I used to do it in one district where some of the zemindars had founded a few junior vernacular scholarships for the benefit of the pathsalas in that district, and in a manner anticipated, though on a very limited scale, Sir George Campbell's orders on this subject. My suggestion is that, as in preceding years, all these scholarship examinations (primary, vernacular, and minor) be held simultaneously at sub-divisional head-quarters, and be superintended by the sub-inspector of the circle and the sub-divisional officer and any delegates that the district committees may choose to send from their body with that object. Where sub-divisional head-quarters are too few, some of the most centrically situated munsif's stations may be made to answer the purpose. I think it to be of some importance that the number of general examinations to be conducted by the deputy and sub-inspectors should not be too many in the year, and also that the centres for such examinations should not be too few, compelling little children to stay for days together away from their homes, no provision whatever being made for their board and lodging at the place they go to."

KUCH BEHAR DIVISION.—The number of primary schools included in the returns for this division is 97. The pupils attending them amount to 2,152. Of these 1,178 are Hindus, 929 Mussulmans, three Christians, and 42 Buddhists.

Figured statements only have been received from the Darjiling committee, and in the absence of a report but little information can be given regarding the progress of primary education in the district. There are 37 pathsalas at work with 810 pupils. They are supervised more or less by the Scotch Mission under the Rev. Mr. MacFarlane, but no Government deputy inspector has been appointed to take charge of them. Fresh arrangements are under consideration, but they have not yet been matured.

In the Julpaigori district there are 60 pathsalas attended by 1,342 pupils.

The Inspector, Babu Bhu Dev Mukurji, writes of them as follows :—

"The primary schools are reported to be very popular, and are said to have been pushed into every populous locality of even the most remote and secluded parts of the district.* * * Some schools have lately been opened amongst the Mechs. It is not stated what language is being taught in these schools, for the Mechs have a dialect of their own; but I suppose that in the pathsalas they will learn Bengali. Much difficulty is experienced in getting qualified teachers; for the present they have been supplied from the middle vernacular schools of the district, and larger rates of pay are now being offered them with a view to induce them to take charge of pathsalas in the Dooars, where, on account of the extreme unhealthiness of the climate and other inconveniences, it has heretofore been found difficult to persuade teachers to go."

The Commissioner, Sir W. Herschell, remarks :—

"The extension of the pathsala system is on a very different footing in the several parts of the division. In Julpaigori it is well established, but here I must remark that the amount of support given by the people is not a safe index of their approval, as a large part of it is really a Government grant in another form by the Kuch Behar estate (viz., in pergunnah Boda). The system does, however, seem to be popular. In the Dooars these schools have only just been established by the exertion of Babu Ram Chandra Bhumik, the Sub-Inspector, who has been very successful. There are no contributions to these schools that are not truly popular.

"In the Terai the education has hitherto been quite gratis, and little is known of the pathsalas except their existence and increase in numbers under Mr. MacFarlane. These will in future be expected to find some maintenance from the people.

"In the hills the same has hitherto been the case as in the Terai, and will continue so.

"Throughout the reports I see that the very important question of popular contribution to the pathsalas is passed over in silence. I have drawn the attention of the Deputy Commissioners to the vital necessity of preventing the people from falling into indifference

in this respect. The continuance of a grant should be made to depend on the continuance of reasonable support as heretofore, where such has been the practice. Elsewhere, as in the Dooars and Terai, where we introduce them for the first time, I think a fixed fee in kind or in cash should be required from each pupil. In kind would probably be preferable. PRIMARY INSTRUCTION.

"I have held one examination for primary scholarships in Julpaigori since I took charge. The examiners who assisted me had great difficulty in passing any candidates, and the general attainments of the rest were very poor indeed. The conclusion was irresistible, that if they were the selected candidates, the ordinary teaching must be strictly nominal. Here most especially the need for the Inspector's service is great.

"The normal school in Julpaigori has hitherto failed to produce anything like reasonable proficiency in the students. The present master will, I hope, improve the school greatly.

"My own enquiries as to indigenous pathsalas go to show that there are none of established position other than the Government ones. Private occasional teaching is to be found at the houses of substantial ryots, but it is transitory. The absence of villages throughout the division is a great cause of this. The desire for elementary schools is decided.

"The primary education given in the hills has hitherto failed to reach either the large population of coolies in the tea gardens, or the ordinary laboring class other than ryots. The demand for labor is the obstacle, these children being able to earn so much. One of Mr. MacFarlane's Nepali teachers, however, has successfully commenced a night school, with an attendance of 40 or more."

Dacca Division.—In most of the eastern districts, with the exception of Chittagong, indigenous pathsalas of the old-fashioned type do not now exist in any large numbers, and perhaps have never occupied the ground as they have done from time immemorial throughout the greater part of central and western Bengal and Orissa. Hence it seems probable that the primary grant of 1872 has proportionably been more effective here than elsewhere in adding to the means of instruction within reach of the rural population. Yet in these districts the reports show that a very considerable proportion of the children attending the new pathsalas had managed to acquire the first elements of education before they joined them.

In his report for the Dacca Division, the Inspector, Mr. Croft, writes as follows on the numerical returns of the new pathsalas for the past year:—

"On the 31st March 1873, the lower vernacular boys' schools of all classes in the Dacca Division (excluding Cachar) numbered 1,085, with 30,224 pupils. On 31st March 1874 they numbered 1,209, with 37,521 pupils; of these 984 are pathsalas, with 30,429 pupils, aided out of the pathsala grant. There are also 180 pathsalas of a similar class, with 5,504 pupils, still unaided.

"At the end of the previous year there were 742 aided pathsalas, with 21,180 pupils, and 281 unaided, with 6,914 pupils. Further, 120 pathsalas have been abolished.

"We can now, therefore, see precisely what has been done in lower education during the past year. Against the 120 pathsalas that have died out, 250 new ones have been called into existence, bringing an addition of 7,500 boys. All the unaided pathsalas of 1873 that survived are now receiving aid, and also nearly a third of those that have since sprung up. The number of boys in schools stimulated by Government aid (that is, by the fear of losing it) has increased by 9,000. Each boy cost Government about Re. 1-2 per annum; but all the pathsalas were not at work throughout the year.

"I cannot regard these results as other than promising. When I say that 7,500 boys have been brought into school who were not there a year ago, this statement must be taken with a qualification. I do not mean that none of them were receiving instruction. But I am sure that as soon as a pathsala finds that it has come within the educational field of view, when, for example, it is an applicant for aid, the guru in general takes much more pains with his boys and tries his hardest to push them forward for the next visit of the deputy inspector. More than this, in many pathsalas that I have seen the best boys could do no more than write their names and count. I hardly think that these would have existed or existed so soon had it not been for the fact that money was being given away. And when a guru once receives aid, he is well aware that he has to exert himself in order to keep it; and in many cases that there are rival pathsalas on the look-out to supplant him. Many a time has the Deputy Inspector told me—'This pathsala is not doing well, I have reduced its grant to Rs. 3,' or else 'I am going to recommend the transfer of the grant to the pathsala in yonder village.' In backward parts, no doubt, there is less stringency, and we are glad to keep any school going, however poor. Also, as I shall show later on, the dearth of inspecting officers makes active supervision in many parts impossible. But schools know that they are always liable to be dropped upon; and it is my firm belief that in an aided pathsala the boys are kept together more and brought in in greater numbers than when the guru has not and does not expect to have this incentive to exertion."

Commenting on this, the Commissioner of Dacca, Mr. F. R. Cockerell, writes:—

"The results of the recently inaugurated scheme for the fostering and aid of primary education continue, I may say, to be the chief object of interest in connection with this department throughout the eastern districts. If the number of pathsalas seeking aid, or

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starting into existence in the expectation of future aid, is to be accepted as the test of the success of the measure, then the statistics of the Inspector's report will show that the experience of another year's trial of the system has been no less encouraging to the opinion expressed before, that the expansion of the demand for primary schools would be found commensurate with the extent of the funds available for expenditure in aiding their establishment.

"But if the system of spending large sums in support of these schools is to continue, something more is required than doling out grants-in-aid; and we must make some better attempt than has hitherto been possible to ascertain whether this expenditure is really conferring adequate benefits on the classes affected by it. The scheme would seem to have been started on the notion that the masses flocking to these pathsalas were absolutely ignorant, had everything to learn, and must therefore pick up something, however crude the system of teaching, or ignorant and incompetent the prevailing class of teachers might be; but any such supposition is dissipated by the interesting information afforded in the reports of some of the inspecting officers, which show that at least many, if not the majority, of the pathsala pupils come with a certain degree of home-spun elementary instruction in a portion of the three 'R's.' which forms a good foundation and starting point for the acquisition of further knowledge.

"It becomes then a very important question to what extent this further knowledge is being acquired, and whether the present mode of expenditure on this subject is the best for attaining the end in view. At present we are simply paying away money in the hope that it is being properly and usefully applied. But unless our inspecting agency is to be very largely increased, we have no positive knowledge that it is so. The inspecting work done with our existing establishment is merely fragmentary. It does not pretend to be thorough; it simply cannot be so until a much larger staff is employed. The details of the report establish this point most conclusively, and I have merely referred to it for the purpose of urging the expediency of diverting some portion of the funds (if the necessary money is not otherwise forthcoming) appertaining to the pathsala grants to provide such additional strength to our supervising staff as will make it possible to test fairly the effect of these grants in improving the education of the lower classes."

It has been noted, that the old-fashioned gurumahasay is not a universally recognized institution in the districts of the Dacca Division, as he is in central and western Bengal, yet in these districts as elsewhere there is the same tendency on the part of the people to look on the Government grant as an allowance intended to relieve the parents from the payment of all fees for the education of their children. The Inspector writes on this point:—"In estimating the popularity of the new pathsalas there is one suspicious fact to be kept in view. In many places the people look upon the gurus as Government servants, whose business it is to give them free education; and they frequently refuse to pay their monthly pice even where they always paid before. This fact greatly complicates the question of the grant that should in general be given to gurus."

Mr. Croft then proceeds to consider what should be sufficient remuneration to procure and retain the services of a village teacher:—

"I see by the returns," he writes "that against Rs. 34,000 given by Government to the new pathsalas, the people subscribed Rs. 19,000. That is, if Government gives Rs. 3-8, the guru's total income would on the average be Rs. 5-8: quite enough to induce a young man to start a pathsala in the hope of better days to come. I think little of the comparison one hears between the guru's stipend and the pay of the common cooly; the gurus could not take to the profession of coolies, even if such a profession existed in villages. The Magistrate of Sylhet believes that the people are gradually coming round to pay fees, and he confidently looks forward to reducing the Rs. 5 grants before long. In Backergunge it is reported that many of the gurus earn large incomes. The Dacca district committee have resolved to give no grant in future over Rs. 3, too low a limit in my opinion. The conclusion I am inclined to come to is this: in many parts Rs. 5 must always be given, and in some Rs. 2-8 will be found sufficient; but the great majority of pathsalas can be kept going with a grant not exceeding Rs 3-8 or Rs. 4."

Mr. Croft then points out that there are strong reasons for revising the district allotments of the pathsala grant:—

"Dacca district is unfortunately compelled to the parsimonious course above stated, seeing that it has allotted all its grant, and has nothing to give to the many pathsalas crying out for aid. Dacca, in fact, urgently needs more pathsala money. There is a selected area in Bikrampore thickly dotted with schools of all kinds. I find from my diary that in one week in April I visited 33 schools in this tract (mostly pathsalas), and that I travelled only 98 miles. Much of this travelling consisted in riding from my boat to the school region and back; it may be judged therefore, how close together the pathsalas are. And they are, with hardly an exception, successful and well attended, so that it would be a pity to break up any one of them. But this the Magistrate will be compelled to do largely in order to provide for the wants of less favored parts, or else he will have to reduce pathsala grants all round, a very risky undertaking, I fear. It seems to me that the time has now come for revising the assignments to each district, not merely for pathsalas, but for other purposes also, as I shall show later on.

I append a table showing the pathsala grant to each district, and the amount placed out up to the 31st March 1874:—

District.	Assignment	Amount allotted
	Rs.	Rs.
Dacca	11,700	All.
Fureedpore	9,200	9,100
Backergunge	13,000	8,000
Mymensingh	13,800	7,000
Sylhet	11,700	9,000

"Dacca may fairly claim a large slice out of these spare thousands. Such a transfer, I may remark, is provided for in the first paragraph of the pathsala resolution.

"In Dacca then, as I have shown, the money has been absorbed without the least sign of saturation. In Fureedpore the Magistrate has lately expressed some alarm that he may have to reduce pathsalas for want of funds. In Mymensingh Mr. Reynolds declares the pathsala system to be exactly suited to the large Muhammadan population: in fact, he would reduce many schools of a higher class to this level. The Magistrate of Sylhet points to this scheme as a triumphant success. The only discordant note comes from Burrisal. Mr. Beveridge thinks that the system of primary education has not been very successful. The people are indifferent; the village system is imperfectly developed; for nearly half the year communication is dangerous, and a guru can get but a few boys together. These remarks apply to the south of the district; in the sadr sub-division, and in parts of others, there is a large field for primary education, but it cannot be worked for want of sufficient inspecting agency. One of the outlying tracts should be abandoned and the sub-inspector transferred to the sadr.

"I believe that Mr. Beveridge does not overstate the case in the least. In the Sundarban region groups of houses are rare; the country is a network of khals; the population is debased, ignorant, and fanatical. The precarious footing of the pathsalas is shown by the large number that died out last year. Still I should be inclined to foster those that show any sign of vigour; and I would keep the sub-inspectors where they are. The Magistrate despairs of getting any more sub-inspectors: but perhaps his fears may be unfounded."

The general standard of the pathsalas in the Dacca Division is described as follows:—

"The level attained by the new pathsalas varies widely: but in general it is kept low enough. Out of 60,000 pupils in all schools, 52,000 are in the primary stage, and over 32,000 of these cannot read, write, or understand easy sentences. Most of them belong to pathsalas. Still I find that there is a growing tendency to raise the standard, which deputy inspectors often try to check, unwisely, as I think. This tendency I have observed to be more marked in backward parts of the country, where I have come across a considerable number of boys who could read *Bodhoday*. In Bikrampur, in the specimen area selected by the Dacca Magistrate for forcing pathsalas, I saw hardly half a dozen up to that level. The boys are kept to the pathsala course pure and simple, and if any one shows a tendency towards more learning, he takes himself off to the head school. But in less advanced regions he has not this resource, and he compels the guru to teach him what he wants.

"The course of instruction will be best known if I describe what takes place when I visit a pathsala, say a good pathsala of 30 or 35 boys. When I come in, I say—"Write your names, all who can." Half or two-thirds will bring me their names written; the rest are smearing ক, খ, on strips of green plantain leaf. Those who can write can generally count up to 100; perhaps a dozen know the multiplication table up to 100. Then there will be five or six who can reckon and in some instances can multiply 16 by 12. These I call up and say—"In 27 pice how many annas?" "If a seer of oil cost 5 annas, how much will 10 seers cost?" Some two or three boys are quicker than the rest, and to them I give the same kind of question, substituting 2½ annas and 5¼ seers. All this is done in the head; and in good pathsalas, where the guru is sharp at that work, the best boys will bring out the answer rapidly and correctly, sooner than I could in some few cases. Then I hear them read simple words, and set them to spell those they have read and others. In a few pathsalas two or three boys will read *Bodhoday* and be able to tell me the three kingdoms, and say what objects belong to each; to name a quadruped, an amphibian, the five senses, and so on; but this is rare as yet. Such boys will generally be able to work out on their slates a compound multiplication or reduction sum: meanwhile other boys are writing out a pottah, at first from a copy, afterwards from memory; while the lowest of all are blacking their fingers over shapeless characters owned by no language. This is the extent of the instruction; and I take my leave, giving the boys a holiday in honour of my visit."

"Babu Baikuntha Nath Sen, District Deputy Inspector of Dacca, has, at the request of the district committee, printed the pathsala course. It is issued in two parts: the first part up to spelling of words and the numeration and multiplication tables,—price 6 pice; the 2nd part, including forms of letters, pottahs, bonds, and tables of weights and measures—price 12 pice. It is largely used in Dacca district; it is good and cheap, and I should be glad to see its use widely extended."

The Commissioner is struck with the great accession of Muhammadan pupils in the schools of his division, chiefly no doubt in the new pathsalas, which he regards as a healthy sign of the times. The returns show that the Muhammadans attending school in 1873-74

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are nearly 50 per cent. more numerous than they were in 1872-73. This, he remarks, is an altogether unprecedently rapid rise, and, considering how largely the population of this division is Muhammadan, he justly emphasizes the fact as one of great importance and interest.

As regards the extent to which we are at present acting on the different social strata by our educational machinery, Mr Croft has calculated from the educational returns and the figures given by the census for the Dacca Division, that about one in eighteen of the boys of a school-going age are actually attending schools included in his returns, and that of these school-goers, two in five belong to the landholding and professional classes, one in five to the trading classes, one in twenty to the servant and artizan classes, and one in forty to the cultivating classes On this classification he remarks:—

"The above results are extremely rough, owing to the difficulty of identifying the classes in the educational and census returns. But admitting them as an approximate indication of the truth, the figures are interesting. They show what has all along been declared that the new scheme of education touches the servants and artizan classes very little, and field laborers hardly at all.

"That the school population among traders is no more than one in five, I should attribute to two causes: first, that betel sellers and such like unduly depress the average of bazar dealers; and secondly, that numbers of tradesmen still keep their sons at home in their shops and teach them their business and their letters together just as they used to do before pathsalas were spread abroad."

Primary Scholarships.—The Inspector has the following remarks on the award of the primary scholarships:—

"For 55 scholarships in the division, 1,528 candidates competed, being one in twenty of the whole number of pathsala pupils. Care has invariably been taken to exclude boys from middle class schools, who often try to creep in; and in some cases boys of the upper castes (not classes) seem to have been excluded; an unnecessary restriction. The limit of age for primary scholarships is 14 years. I have not received returns of age of the boys elected; but in Dacca district it is as follows:—

6 boys of 14 years.
1 boy of 13 „
3 boys of 12 „
2 boys of 11 „
1 boy of 10 „

The first six boys, therefore, will be 16 when their scholarships run out, a year too old for the vernacular scholarship examination. These six scholarships are thrown away in regard to the object of the new scholarship rules, viz., that a boy of low degree may rise through the chain of primary, vernacular, junior, and senior scholarships, to a high position in the State. District committees would do wisely to limit the age to 13 years, or two years below whatever limit may be fixed for the vernacular examination. They can do so consistently with the rules.

"Many district committees have resolved to give certificates in future to all who pass the primary scholarship examination. This will largely swell the number of umedwars basing a claim to a Government appointment on the scrap of paper given by the district committee. I hardly think it will add much vitality to the education of the masses, and it seems to me exactly designed to 'induce boys to think themselves above manual labor or ordinary village work,' as the 30th September Resolution expresses it."

CHITTAGONG DIVISION.—The returns for 31st March 1874 give 537 lower vernacular schools of all classes for the Chittagong Division, with an attendance of 17,661 pupils. Of these schools, 517 are pathsalas with 16,930 pupils, and all but 19 of them are aided. The newly subsidized pathsalas have increased during the year by over 200, and the pupils in them by nearly 8,000. The whole of the pathsala grant has been placed out, but all of it was not spent during the past year. When the schools are in full working order it is estimated that the yearly cost of each pathsala pupil will be Rs. 1-8.

The Inspector, Mr. Croft, discusses in his report the extent to which primary education is indigenous in this division, and shows that the district of Chittagong is quite exceptional amongst the districts of eastern Bengal as regards the supply of elementary instruction.

"It is not pretended that the 16,000 pupils in the new pathsalas owe their education entirely to Government support. The 30th September resolution professed to do nothing more than to encourage and to extend the existing indigenous agency. Yet the Deputy Inspectors of Tipperah and of Noakholly (and their opinions are accepted by the Magistrates) believe that three-fourths of the pathsala pupils would not now be learning but for the grant. I do not dispute these conclusions; on the contrary, from all enquiries I have been able to make in the absence of local experience, I dare say they are well founded. I draw attention to them in order to put them in conspicuous contrast with the results reached by the Deputy Inspector of Chittagong, and in order to show how little the educational circumstances of one district enable us to judge about its neighbour. I proceed to detail the results of the investigations made in Chittagong.

"In the fortnight ending the 31st March last, the Deputy Inspector, Chittagong, aided by his sub-inspectors, by the circle pandits, and by the school and pathsala teachers under his orders, made an educational census of the district, village by village. To each man he prescribed a definite area and a definite form of enquiry. Collecting the results, he found that there were, outside the range of Government supervision, 1,480 indigenous and unaided schools of various kinds. Of these, 1,139 were maktabs, 252 pathsalas, 49 Sanskrit tols, 30 kyoungs under Budhist priests, and 10 English schools In all, they educated nearly 24,000 pupils, of whom 19,424 were Muhammadans, 3,715 Hindús, and 737 Mughs. On the same date the total number of pupils in the inspected schools of the district was under 8,000. These facts, the knowledge of which we owe to the unprompted energy of the Deputy Inspector of Chittagong, I believe to be unparalleled, in this circle at least. In the Dacca Division I have received very little information about uninspected schools. The rough conjectures of the inspecting officers would add not 300 per cent. but something between 5 or 10 per cent. to the number of known pupils. In Tipperah, indeed, the Deputy Inspector has personally discovered 200 maktabs, and he thinks there may be 100 more which have escaped his search; but in Noakholly they are reported as numbering some thirty only. I said above, the facts are unparalleled 'in this circle.' I would have said 'in all Bengal,' but that the Deputy Inspector of Chittagong has personally expressed to me his conviction that other districts would show, on examination, the same results: At least it proves how needful it is to set on foot an organized educational census on the lines so successfully followed out by Babu Brajendra Kumar Guha.

"The Deputy Inspector further asked for particulars of the age of each school. On this point he gives a necessary explanation. If a school is said to have existed in a village for two years, it does not follow that education began there two years ago. It means that the present teachers set up a school at that date, and education may well have been going on for twenty years under a succession of teachers. This must be remembered along with the fact that 530 of these indigenous schools are returned as coming into existence since 1st January 1873. Many of them did no doubt begin then for the first time, being stimulated by the offer of Government money that had been just before made; and I have no doubt that it is from schools of this class that the new aided pathsalas have been largely recruited. There remains the fact that 930 indigenous schools certainly existed independently of the influence of the Government grant. Of these, 450 have been in existence from two to five years, and 500 from five to twenty years and upwards.

"It will be noticed that most of these indigenous schools are maktabs, whose sole business it is to teach the Koran to Mussulman boys; most, but not all; for, on going through the list, I find that Bengali is taught, either alone or in addition to Arabic, Persian, and Urdu, in 563 schools. Deducting the 252 pathsalas and the few tols and kyoungs that teach Bengali in addition to Sanskrit or Burmese, there remain some 300 schools (maktabs) in which Bengali is taught; that is, in which education in our sense (however rudimentary) is given in addition to that form of it which is prescribed as a religious exercise. I set aside Urdu from this computation, because I do not know whether it presents the vernacular of any section of the people. My own experience in Chittagong was, that among the lower classes of Mussulmans, Hindustani was just as strange as Sanskrit. Where Bengali is taught mental arithmetic generally accompanies it. It is probable, as the Deputy Inspector thinks, that this teaching has often been added, if not in expectation of a Government grant, yet in emulation of some neighbouring school which had received aid. If this be the case, the indigenous education even of Muhammadans and the Government system are by no means antagonistic; each influences the other to the benefit of both."

Mr. Croft then proceeds to discuss the policy of subsidizing the Muhammadan maktabs with reference to their alleged sectarian character.

"Upon this comes the contested question, how far the Government should recognize and aid the sectarian education, as it has been called, of the maktabs? I am strongly of opinion (doubted by some) that the maktab course is of the nature of education proper, and gives a boy an aptitude for learning in general; and also (which none can doubt) that the restraint and discipline of a maktab have their educational value, though in a different sense from the other. That boys get a taste for learning by reading in maktabs I believe to be proved, first from the fact that many boys, after or while reading therein, go to a pathsala to learn Bengali, writing, and accounts; and also from the two facts noted by the Deputy Inspector of Chittagong, that the number of Muhammadan pupils in pathsalas has increased nearly 400 per cent. during the last year (an enormous increase compared with Hindus), and that the average attendance of each pathsala has risen from 32 to 37, pointing to a steady increase of popularity in a characteristically Muhammadan population. The same increase in general attendance, I may here observe, is found in Tipperah and Noakholly, in each of which districts the pathsalas have now an average of 31 pupils, against 27 and 29 last year.

"I therefore consider it good policy to aid any maktabs that would consent to teach a little Bengali and arithmetic, in the hope that, as time went on, those secular studies might extend their limits to the utmost point consistent with religious obligation. I have seen a purely Muhammadan pathsala in which the religious element was confined to teaching the Koran (to a few boys only) for an hour before the pathsala course began. The Deputy

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Inspector of Tipperah relates the instance of a maktab, unpromising enough to start with, which, as soon as it was aided, beat up 113 boys, and at the next examination carried off the first primary scholarship of the district. Once let a maktab get into the educational stream, and I have little fear about its going ahead fast enough. The discussion of this question, unfortunately, has little practical value, since the pathsala money has actually been placed out. I have entered upon it, partly to prevent the indigenous maktabs of Chittagong and Tipperah being unduly depreciated, and partly in justification of the aid already given to over a hundred maktabs in this division.

"It is pretty clearly agreed that Mussulmans have no objection whatever to reading Bengali under a Hindu teacher. Of 4,000 pupils in the uninspected pathsalas, 28 per cent. are Mussulmans; and there is a still larger proportion in the inspected pathsalas under Hindu teachers. I intend the foregoing remarks to apply to those cases in which Mussulmans have not this resource, and I altogether question the wisdom of refusing to aid, and therefore partially to secularize, the institutions that Muhammadans love on the ground that they are in essence sectarian."

I concur in Mr. Croft's views on this subject, which indeed are in general accordance with the orders of Sir George Campbell, who laid down that grants might be given to maktabs as well as to pathsalas "*provided a useful primary education is really given*" in them. It is certain, however, that this stipulation is not always enforced, and that grants are sometimes paid to ignorant munshis, who teach nothing but recitations from the Koran and the mechanical reading of Persian. All such payments should be stopped.

As regards the effect produced by the expenditure of public money in subsidizing existing pathsalas, Mr. Croft writes in a hopeful tone, though he admits that here, as elsewhere, the complaints are general that the villagers are now unwilling to pay the usual fees on the ground that the gurus are Government servants and are bound to teach gratuitously.

"If the indigenous agency is so extensive and so good of its kind, there may seem little use in squandering money merely to bring it within the Government system. The truth is, much more is done than getting these schools down on paper. As soon as aid is given a gurumahasay fears to lose it. He consents to any discipline that may be imposed, sits regularly and for longer hours, and beats up all the boys he can. The primary scholarship standard gives the best gurus a definite aim in the way of self-improvement. As soon as a pathsala is aided, it wins increasing confidence from the villagers. In Chittagong, for example, the 14 unaided pathsalas under inspection have an average of 32 pupils; those lately aided have 36; and those formerly aided by the Director of Public Instruction, 39. The general run of indigenous uninspected schools have but 16 pupils each. I pointed out above that in Tipperah and Noakholly the attendance was steadily rising. I have no doubt that the pathsalas are gaining in favor with the people.

"But looking at these from the guru's point of view, are they likely to be permanent and successful? On every side the complaint is heard that the villagers will now pay no fees; the gurumahasay is a Government servant, bound to teach gratuitously. This is by no means universal, but it is common enough to demand careful enquiry, and it has now continued for some time. The following figures are therefore worth notice. In the past year the gurus of Chittagong Division have received from Government Rs. 15,000, and from fees Rs. 4,300; Rs. 3,800 have also been contributed to the pathsalas under the heads of endowments, subscriptions, municipal grants, and miscellaneous funds, including the half salary paid to many gurus by zemindars, notably in Tipperah district. Of this Rs. 3,800, a large proportion—perhaps one-half—has been spent in building houses; but I think I am near the mark in saying that the total local income of the gurus will have been not less than Rs. 6,000, or 40 per cent. on the Government contribution. When the pathsalas are all running throughout the year, they will cost Government Rs. 24,000: so that the whole income of the gurus will be about Rs. 34,000. This is to be divided among nearly 500 pathsalas, giving each guru something like Rs. 70 a year. I am inclined to think that this is enough to secure a supply of fairly competent men who may expect better things in future. It is the nature of education to be more valued the more it is known; as time goes on, as the gurus advance in capacity and influence (this is hardly an unwarranted assumption), and as the people get to hear of scholarships and other advantages which may be traced to the pathsalas, we shall not hear that many are shut up because the gurus cannot live. The question may be left to settle itself; if a man is content with six rupees a month, no one need interfere; if he feels that he is above the common run, he will generally be able to convince the villagers of his worth, and to make an effective demand for the customary fees.

"I repeat that we can only trust to the influence which the gurus may gain with the people. Anything like authoritative coercion I should look on as a very dangerous experiment. To forbid a guru to take boys without fees would be inoperative; he is bound to show pupils to the inspecting officer. The Magistrate of Tipperah has lately sanctioned grants on condition that half the amount of the grant shall be raised from local sources. This applies the grant-in-aid principle where (I suspect) it was never meant to be applied, but I hardly think it will really increase the teacher's pay. The Chittagong committee

suggests the withdrawal of the grant when the teaching suffers from the falling off of subscriptions. It is not the teaching so much as the teacher who would suffer thereby, and with him lies the remedy. If there is no real demand for education in the neighbourhood, he will take himself off to a more ambitious village, and the grant will be set free for himself or some other claimant."

The Inspector is no doubt right in objecting to any rigid conditions being laid down regarding the amount of fee income to be realized by the guru; but it is clearly proper to discourage the idea so commonly held by the people that the Government grant is to be a substitute in whole or in part for the fee payments of the parents.

The Officiating Commissioner, Mr. R. D. Mangles, remarks—

"Notwithstanding the large number of primary indigenous schools which have now been brought to light, the Inspector is apparently of opinion that assistance to these schools should still be rendered by the Government. From the remarks made by him in paragraph 23 of his report it would seem that the policy of assisting the primary schools has resulted in securing increased confidence in these schools among the people generally, and that the number of pupils in the aided schools is on the increase; but I observe that it has not been shown that more boys attend schools now than formerly when no primary school grants were given, and the fact still remains that the boys in the unaided schools are three times more numerous than those in all the Government schools.

"I am not as yet in a position to give my own opinion on this question, but it appears to me that if Government assistance is continued in these districts, where there is apparently no want of indigenous primary education, it should be clearly understood that it is to be afforded for the purpose of securing some particular object of importance either in the way of discipline or instruction, which the indigenous system does not spontaneously provide for, or for the purpose of providing a better educated class of teachers, which are evidently unnecessary in the Chittagong district. From the Inspector's remarks it would seem that in the Chittagong and Tipperah districts assistance to the primary schools has been hitherto rendered on the simple understanding that there shall be no falling off in the number of pupils or in the local receipts of these schools."

The Commissioner adds—"As regards primary education and such learning as is suitable to the social states and position of the large bulk of the inhabitants, I am of opinion that this division would contrast very favorably with any other in the province, and there can be no question that the ordinary ryots and laborers are far better educated and much more intelligent than those of Behar."

It appears that the average pathsala grant is Rs. 3-8 a month in Tipperah and Rs. 4-8 in Chittagong; and the Inspector considers that the difference is justified by the great superiority of the Chittagong pathsalas—

"The finer educational atmosphere of that district is favorable to the growth of teaching skill, and the gurus adopted by us have fallen very readily into our groove. In general they have carried the pathsala course to a level not approached by any other district in this eastern circle, and in a quarter of the pathsalas the boys read books as high as Charupath, and work sums up to Rule of Three. At the same time, the barest rudiments are regularly taught to beginners. I have, in my Dacca report, put forward the opinion that in backward parts of the country, pathsalas will attain a higher standard than they will in advanced districts like Dacca. The case of Chittagong bears out this view. Middle schools are few and not over good, and there is consequently a steady pressure put (though unconsciously) by the best pathsala boys upon their teachers to carry them forward to the furthest point attainable in the absence of schools.

"The circle schools of the lower class are only four, three being in Chittagong. The gurus of these pathsalas already receive Rs. 2-8 a month: it is now proposed by the Magistrate to give each guru Rs. 5, so as to make him no worse off than the generality of pathsala gurus."

The returns of the Chittagong Division show 22,866 pupils in schools of all classes which are in any way connected with the Education Department, and it appears that no less than 21,153 are in the primary stage of instruction, of whom 61 per cent. cannot yet read, write, or understand easy sentences.

PATNA DIVISION.—In the Patna Division the number of subsidized primary schools has increased during the year from 1,445 to 1,872, and the number of pupils attending them from 27,560 to 33,668. The average annual grant to each school was Rs. 30-14-5. Of the aggregate number of pupils, 29,818 were Hindus and 3,814 Muhammadans.

The Inspector had visited 511 pathsalas and maktabs in this division. He complains that too great stress is laid on the number of schools in a district, the number of their pupils, and the number who have passed the public examinations, and that too little attention is paid to the general quality of the teaching. "When praise and promotion are seen to depend on quantity, not quality, it must follow that many deputy inspectors will do, as many other tacticians do, who watch the signs of the times, and take care to swim with the tide. They will strive their utmost to show a large increase in numbers, while they neglect the solid work of improving their schools, the actual condition of which so rarely comes under the observation of over-worked officials; and yet the Commissioner of Patna, Mr. Bayley, can manage to give

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as much as two hours to a patient and close examination of a school, and to the mode of teaching which is so commonly overlooked."

The following are extracts from Mr. Bayley's remarks on the Inspector's report:—

"Since October last the time and energies of all the district officers as well as of myself have been so entirely devoted to famine matters, as to render any active attention to other branches of administration exceedingly difficult; and for my own part, I must admit that my neglect of educational matters during that time has been absolute.

"I had quite expected, too, that the pressure of scarcity would have, as a matter of course, had a bad influence on all education, and have gone far to empty the pathsalas to which the lower classes mostly resort; and I had expected that this, combined with the inability of the district officers to push on and mature the scheme of primary education which was only begun last year, would have resulted in its temporary failure, and that we should have had to begin all the work over again as soon as circumstances became more favorable.

"The scheme, however, has shown an inherent vitality which has altogether falsified these predictions; it has not only survived the untoward circumstances of the year, but has flourished and progressed, and, thanks greatly to the hearty co-operation and supervision of the departmental officers, the scheme is now on a much better and securer footing than when last year's report was submitted.

"To me this a matter of great satisfaction, and I think the Inspector and his sub-inspectors are to be congratulated to a great extent on the result.

"The number of pathsalas and of the pupils attending them has increased in all the districts; a fair proportion of the gurus have passed through the training schools; the jealousies and fears of the people have been succeeded by a growing appreciation of the good intentions of Government; and a desire for improvement has set in. In many of the pathsalas a register of attendance has been introduced; slates have superseded the practice of scrawling on the ground; and the guru has been calling into question the efficacy and propriety of some of his time-honored modes of teaching. In Chumparun only, which the Inspector calls 'the most backward of backward districts,' the famine operations interfered with the progress of education, but even there the state of things as regards primary instruction compares favorably with that in the last year.

"All this is decidedly a move in the right direction and the more a matter for congratulation, as it is not the result of any extra pressure or encouragement, but the development of the system under exceptionally untoward circumstances.

"The following table shows at a glance the results in the different districts during the year under report, as compared with those of the preceding year:—

Districts	Number of Pathsalas.		Number of Pupils.		Average attendance in each pathsala.	Average cost of Government per pathsala.
	1872-73.	1873-74.	1872-73.	1873-74.		
						Rs A P
Patna	174	254	3,962	4,983	19 6	2 5 6
Gya	364	427	6,379	7,245	17	Not given.
Tirhoot	429	474	7,944	8,080	17	3 1 0
Shahabad	194	244	Not given.			
Sarun	214	290	4,709	5,888	20 2	2 0 8
Chumparun	70	173	Not given.	3,271	19	Not given.

"Though the above figures show that Tirhoot had the largest number of aided primary schools and pupils, and Gya was next to Tirhoot, yet considering the area, population, and the amount of Government assignment in the two districts, the ways and means seem to have been better economized in Gya, the results of which must therefore be considered to be the most satisfactory.

"The results shown above give the following averages for the division:—

Number of pathsalas .	1872-73	1,445
	1873-74	1,872
Number of pupils ..	1872-73	27,560
	1873-74	33,668
Average number of pupils attending each pathsala	...	18
Average annual grant to each pathsala	... ...	Rs. 30 14 5

"From these figures we have one aided primary school in every 12·6 square miles, inhabited by 6,967 souls; or, in other words, 2·6 persons at school in every *mille* of population.

"Of the aggregate number of pupils, 29,818, or 88·5 per cent., were Hindus, and 3,814, or 11·3 per cent., Muhammadans; and 151, or ·04 per cent., belonged to the higher classes; 4,260, or 12 6, to the middle; and 29,189, or 87·3, to the lower classes.

"The primary scholarship grants were distributed among the sub-divisions according to their importance, and were awarded by the district committees to deserving students recommended to them either by the civil authorities or by the officers of the Educational

Department. Only in the district of Tirhoot was an examination of the candidates for primary scholarships held. It was thought that the time for such examinations had not yet arrived; but from the results of the examination held at Mozufferpore, it seems that this mode of testing the merit of the candidates may be adopted with advantage by other districts. The total number of candidates who appeared at this examination was 304, being 14 from six schools in Hajipore; 24 from 27 schools in Tajpore; 20 from eight schools in Mozufferpore; 80 from 19 schools in Durbhunga; 154 from 17 schools in Seetamurhee; and 12 from seven schools in Mudhoobunnee. PRIMARY INSTRUCTION

"There is now a guru-training school in each district of this division, with the exception of Chumparun, where the school could not be opened owing to the house intended for it having had to be appropriated to famine purposes; the fitness of some of the teachers is, however, seriously called in question by Dr. Fallon. Mr. Worsley says that there being 34 middle vernacular schools in Tirhoot (or nearly four times the number in the other district) it ought to have a first class normal school, which is the only one of the three classes of such institutions which provides for the training of pandits for these schools. There need not, I think, be much difficulty about the matter. A class for pandit pupil teachers may be opened in the existing school under the special sanction of Government, one extra pandit being added to the staff of teachers in case it be (which I do not expect) found insufficient to do the extra work.

* * * * *

"There is a good deal of truth, I fear, in the remarks which Dr. Fallon makes as to the tendency of our system at present to lay more stress on numbers which can be exhibited in a return than on careful inspection, the results of which are not so apparent. It is perfectly possible, however, to pay attention, *pari passu*, both to quality and quantity of schools."

BHAGULPORE DIVISION.—The number of subsidized primary schools has risen during the year from 456 to 872, and their pupils from 9,351 to 20,519; of the latter number, 15,685 are Hindus, 3,578 Muhammadans, 1,199 Santhals, and 56 Paharis. Besides the 872 primary schools receiving aid from the Primary School Fund, there are 66 lower class aided schools under the Church Missionary Society, and five under the Baptist Missionary Society, containing together 1,153 pupils.

The returns also include 86 unaided pathsalas and maktabs attended by 930 pupils.

The Inspector, Dr. Fallon, had visited 210 pathsalas and maktabs in this division. He writes:—

"In the case of all old schools which I examined, I distinguished between inefficient teachers, whose grants should be reduced or withdrawn, and efficient teachers, whose grants might be raised.

"With the half-dozen exceptions noted in my inspection reports of districts, all the aided maktabs are shams. They are still the same Persian maktabs they were before. They receive Government pay, but they do not teach the subjects for which they are paid.

"In some pathsalas the pupils evinced a preference for the English system of arithmetic, which was taught along with their own system, and in some cases the Hindi and Hindustani books prepared by the Department were attractive enough to find buyers among pupils who never read any book before.

* * * * *

"The suspicions and apprehensions which were roused by the introduction of the grant-in-aid scheme of primary instruction, have apparently vanished, and the people now ask for aided schools in villages which are yet without any.

"There can be no doubt that confidence has been restored when gurus spontaneously bring their schools for examination to the Inspector's camp from a distance of 12, 16, and 20 miles, when the only schools ordered to attend were schools within a radius of six miles.

"In the education resolution of September 1872, it was suggested that teachers might be recruited from the patwari class. It can scarcely be desirable, however, whatever their readiness in calculation, that the minds of future generations should be moulded by a class of men so notoriously corrupt, not otherwise worse than other classes, except for the peculiar temptations to which they are exposed, and the skill in roguery which comes from practice, with the twist which is commonly transmitted by descent."

"On this subject the head-master, Patna Normal School, as secretary, district committee, writes as follows:—

"The large majority of the gurus belong to the class of patwaris or accountants of petty landholders. When false cases involving landed property have to be got up, they frequently play no unimportant part in the matter. Hence they lack the very virtues which should be looked for in a village teacher. Their conduct, as far as it has been observed in the Normal School while under training, rather tends to confirm the above statement." (Patna District Report.)

These remarks apply alike to the Patna and Bhagulpore Divisions.

The Commissioner, Mr. Barlow, makes the following remarks on the working of the scheme of primary education in the Bhagulpore Division.

* * * * *

"At the time when the last education report was submitted, the scheme had just come into operation, and sufficient materials did not exist for a complete report on the subject. We

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have fuller materials now, but the breaking out of the famine in this division during the year under review having very nearly engrossed the whole time and attention of the principal executive officers in each district, the progress of primary education could not be watched or assisted by them or me to that extent which might have been desirable.

"It is satisfactory, however, to notice that against 456 schools, attended by 9,351 boys in the year 1872-73, there were during the year under report 872 schools, attended by 20,519 boys, in the whole division. This alone is an undoubted sign of the increased popularity of the scheme, and the Inspector notices the point prominently in his report. When the scheme was first introduced, the zemindars viewed it with considerable mistrust, and indulged in various speculations as to the possible intentions of Government. They were not at first disposed even to provide house accommodation for primary schools established on their estates.

"They are, however, beginning now to appreciate the object of Government, and their old prejudices are rapidly dying out.

"It is worthy of note that out of the aggregate number of 20,519 boys attending the primary schools of all classes in the division, only 41 belonged to the higher classes, and 1,925 to the middle classes, while 13,923 belonged to the lower classes. This shows a decided preponderance in favour of the last. The result is encouraging, and gives promise of the fulfilment of the object of Government in the introduction of the scheme.

"The Inspector's report does not furnish precise information as to the class of persons from which the gurus are recruited, and to what extent the guru-training classes opened in normal schools have conduced to supply the want of trained teachers. I certainly concur with the Inspector in his remarks as to the inexpediency of taking teachers from the patwari class. They are, for the most part, illiterate people, having none of the necessary qualifications of teachers of the young; and it is much to be doubted how far they would be likely to be popular with the mass of the people. The teachers that we have been able to secure up to this time are, it must be admitted, of an inferior sort; but I think the Inspector has judged of the primary schools from too high a standard in his remarks upon the inferior quality of the education imparted by them. It must be remembered that they are still in their infancy; and from the limited nature of the grant made to them they can never be expected to command the services of first-class teachers. Thorough supervision on the part of inspecting officers can alone mould the comparatively rude materials at our disposal into shape, and bring about useful results.

"The unaided maktabs and pathsalas properly come within the scope and operation of the scheme of primary education. The Inspector speaks unfavorably of these in comparison with the aided primary schools, but makes no suggestion as to how they may be improved. I am inclined to think that it is desirable to extend Government aid as widely as possible amongst these schools, and bring them under the more direct control of the inspecting officers of Government. In cases in which Government primary schools exist within a convenient distance of any of these indigenous schools, the plan of amalgamation might perhaps be tried with good result. I am for having a better class of schools, and few in number, rather than a multitude of schools in every village, each upon too small a scale to do any good."

The objections to the employment of people of the patwari class as village schoolmasters, are, I believe, well founded, but the conditions under which the new scheme was launched left in many cases but little option to the local authorities in the choice of teachers. Care must now be taken to weed out by degrees the most illiterate and ill-conditioned of those at present receiving subsidies, and to replace them by men of a superior stamp who have received some training in the normal schools.

The reports show that the subsidized maktabs here, as elsewhere, are too often of a wretched type and entirely fail to fulfil the condition under which alone they are entitled to receive grants, viz., that "*a useful primary education is really given*" in them.

ORISSA DIVISION.—In Orissa the primary school grant has been almost exclusively distributed amongst pre-existing pathsalas and maktabs, and little has been done to improve them.

There are now in the division 82 of the old five rupee pathsalas with an attendance of 1,710 pupils. Sir George Campbell's scheme is said by the Joint-Inspector to have made rapid strides during the year, the new pathsalas under inspection now amounting to 750, with an attendance of 13,624 pupils. The grant for primary schools of all kinds for the year was Rs. 29,420: but against this only Rs. 17,691 was drawn. Most of the saving was in the Cuttack district.

In the report for the Balasore district, the committee writes:—

"On the whole subject of the new system of mass education, the committee are of opinion that the first results of its introduction was simply and wholly a change in the paymasters of the *abadhans*; new pathsalas had not been created, but old ones had been subsidized. The masters, pupils, and methods of teaching all remain the same, without improvement either as to quality or quantity The only difference was that the peasants withheld the pice and grain which were formerly given the *abadhans* as schooling fees, and they took their salary instead and made no complaints. The people say they do not see why they should pay a man who receives a salary from Government for the purpose."

The Cuttack committee make the same representation :—"In practise the amount of our grant cannot be said to be so much addition to the *abadhan's* former gains, for in the greater proportion of cases as soon as a teacher touches anything from Government, his employers lower their remuneration."

The Joint-Inspector, Mr. Ager, seems to think that this result is in accordance with Sir George Campbell's views in framing the system "It was for the benefit of the mass," he writes, "and if the people have withheld a portion of their former aid, I am not sure that they have not rightly interpreted the wishes of Government." There is certainly nothing on record to lead to this inference. Mr. Ager in commenting upon the opinions of the Balasore and Cuttack committees takes a more hopeful view of the improving effect of the Government outlay; but in my recent visit to Cuttack he represented to me that things were generally going on nearly as of old in the pathsalas of the old *abadhans*, and that the magistrate had expressly told him not to attempt to interfere with them, or "he would improve them off the face of the earth."

I saw some of these schools, and my impressions were not very favorable. They take much pride in their recitation of Sanskrit *slôks;* but this is not a very improving process as it rarely happens that either teachers or pupils understand a word of what they utter. They learn a little bazar arithmetic, but it is poor: much inferior to the arithmetic in most Bengal pathsalas. The best thing they do is their writing, engraving with a sharp-pointed iron style on palm leaves, which is generally good; but the spelling is quite *ad libitum*. A *maktab* which I came across at Khurda, in the Pooree district, contained, when I visited it, 13 boys of ages varying from five or six to about 13. The first class consisted of one pupil, a bright intelligent-looking boy who was reading *Gulistan*, and could, to a certain extent, explain the meaning of what he read in Uriya. The other 12 boys were all in various stages of learning to read Persian, but without being taught the meaning of a single sentence; and yet several of them had been between three and four years in the school. They were taught nothing else, and knew nothing As an experiment I asked the boy in the first class how many mangoes he could get for Re. 1-8 if three mangoes cost one anna? He tried it in vain in his head, and then made two ineffectual attempts on a palm leaf. He knew no arithmetic and the munshi complained that it was not fair to question him in it, as the business of the school was only to teach Persian. This man was receiving Rs. 5 a month, the highest pathsala grant, for continuing to do precisely what he had been doing for years past without Government money, and for doing it very badly

The report of the Pooree committee only states that "the progress of primary education is highly satisfactory," and that "it is this class of instruction that we should concentrate all our exertions to improve and extend"

The Joint-Inspector puts forward a more favorable view of the results of subsidizing the old *abadhans* than he conveyed to me when I visited Orissa; "Some improvement," he says, "takes place as soon as the *abadhans* touch Government money Unaided pathsalas are for the most part carried on in dark, close, unhealthy rooms, have no fixed scheme of study, are under no discipline, and aim at no progress. Aided pathsalas, if the conditions of the Government aid have been fulfilled, are properly housed, aim at a fixed standard of instruction, and endeavour to show progress at each visit of an inspecting officer. In the latter case the *abadhan* feels an obligation to remain a certain period per diem at his post, whilst in the former the *abadhan* fears no superior control and leaves his pupils for days together. I am frequently waited upon by the heads of a village community and urged to establish or subsidize a school. The plea they always put forth is, they see the children improve in the pathsalas visited by inspectors, whereas nothing is learnt where *abadhans* are left to themselves No fact more cogent could be adduced in favor of the pathsala scheme."

It has been reported from other parts of the country that the villages frequently show similar eagerness to get a pathsala grant, while the guru is quite indifferent to it, the reason being that the villagers are pecuniary gainers by the Government subsidy, which is of no advantage to the guru. There are strong grounds for suspecting that this is also the case in Orissa, and that the applications made to him are not quite such cogent facts in favor of the new system in its present state as the Joint-Inspector believes.

Mr. Ager continues :—

"With regard to the allegation that 'the people make the Government aid a pretext to withhold their wonted support,' I am of opinion that this only happens where the school has been established without due regard to Government resolution, dated 30th September 1872, which states 'those places should be selected where the need is greatest, *and where the people are willing to help themselves to some extent*' The want of attention to this order I had occasion to notice in a letter addressed to the Acting Commissioner as early as October last."

Mr Ager prescribes his remedy for the state of things :—

"What appears to me necessary is a simple code of rules and regulations to prevent *abadhans* from being too extortionate in their charges, and to constrain the villagers to pay aided *abadhans* a moderate fee, failing which the withdrawal of aid."

Such rules might no doubt be framed, but it is not clear in what way they could be practically enforced. He more justly points out that permanent improvement is best to be

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secured by the normal schools, which will gradually introduce a younger race of soundly, though not highly, educated teachers.*

"Pathsalas of the old class are non-progressive. Boys attending them learn no more than bazar arithmetic and Sanskrit *slôks*, which neither they nor their teachers understand. Government inspection has already been followed by the establishment of normal schools for the *abadhan's* improvement, and this will be followed by scholars being taught to read, write, and understand their vernacular instead of to gabble off pieces in an unknown tongue"

On all this the Inspector, Mr. Hopkins, remarks:—

"Much remains to be done to improve these pathsalas. The system of instruction is primitive; beyond writing and arithmetic, little is taught. The Uriya system of mental arithmetic is not so good as the common *subhankari* method practised in Bengal, nor is it so well taught. There is very little discipline to be found in the schools at present. Reading and spelling is very inferior. Caste prejudices are observed in the precincts of the school shed. Low caste children sit apart."

Primary Scholarships.—The information given about the award of the primary scholarships is very meagre. The Joint-Inspector only reports that—"In Cuttack district primary scholarships were awarded on the result of examination; but in Balasore and Pooree districts they were awarded on the recommendation of the deputy inspectors. The number of scholarships awarded in Cuttack district was 30, in Balasore 7, and in Pooree 8."

CHOTA NAGPORE DIVISION.—The population in this division is chiefly non-Arian, and several missionary agencies are largely employed in educational work amongst the aboriginal tribes.

The Inspector, Mr. Clarke, writes:—

"The 'tribes' in Hazareebagh and Manbhoom are chiefly Santhals; those in Lohardugga and Singbhoom Kols (including in this term Oraons).

"Using this very rough classification, it may be said that education in the province of Chota Nagpore is made up of—

(*a*) The Government schools, which contain Hindus and Kols

(*b*) The schools of the Anglican Mission in Lohardugga and Singbhoom, which contain Kols.

(*c*) The schools of the Berlin Mission in Lohardugga, Singbhoom, and Manbhoom, which contain Kols.

(*d*) The schools of the Scotch (Pachamba) Mission in Manbhoom and Hazareebagh, which contain Santhals.

"In this general classification, D and E pathsalas are reckoned Government schools, as well as the model, normal, and zillah schools

"There are, besides, a few aided schools supported out of estates in the Government hand, and by Government sub-divisional officers, and by the educated Hindu gentlemen as the chief stations. But the influence of these few schools on the province is as yet a mere nothing.

* * * * * * *

"It has been remarked throughout Bengal that with the hill tribes education is most rapidly started by the missionaries. In many cases Christianity is antecedent to education, and some of the greatest difficulties that obstruct the first introduction of education are thus evaded: even the Christian girls can generally be got to a Mission school. It is thus that the Santhal education in Chota Nagpore is almost altogether left to the Scotch Mission; and the Kol education has till lately been largely left to the Anglican and Berlin Mission. But it may not be well that Government should entirely work through missionaries. In Singbhoom remarkable success has attended the direct Government efforts in the Kolhan: and Mission schools are often seen to be not public schools, but schools for converts and enquirers.

"It is stated in the district reports that the scarcity of food in Manbhoom has been sufficiently pressing to check sensibly the spread of schools and the attendance at school. In the rest of the province the effect of the scarcity on the schools seems to have been inappreciable"

Mr. Clarke then proceeds to describe the arrangements for vernacular education in the division prior to the primary school grant of 1872, and the effects produced by the recent grant.

"In the attempts to spread improved pathsalas on a large scale in Bengal many years ago, the first idea was to take up the existing gurumahasays, give them Government pay, and improve them. It was, however, soon found that they and their school were particularly unimproveable. The gurus were generally elderly men; they were disinclined to attend any normal school, and when got there they were found wedded to their old ways, and very difficult to teach: it was not easy even to break their habit of loose spelling.

"The Education Department, therefore, abandoned this plan, and, instead, took up the system of training vernacular school boys in normal schools (called guru-training schools). And then starting these boys (after they had passed their final normal school examination, in improved pathsalas with Government pay. These young gurus could generally be started in their own neighbourhood, often in their own village; and over a large part of Bengal the

plan has been considered eminently satisfactory in the reports of the Education Department. These schools formed the old or D pathsalas of our present classification They taught the course of a middle vernacular school, but often had no boys in the first (or the first and second classes); they taught country writing and bazar accounts, but also reading printed books, and European arithmetic, with the elements of sound education in geography and history. These schools received (and still receive) a fixed allowance of Rs. 5 from Government, and perhaps the giving a fixed sum is the weakest feature in this D pathsala system. PRIMARY INSTRUCTION.

"We had also circle pathsalas, but none were ever allotted to Chota Nagpore; and model schools, which were intended as pioneer schools, but were in Chota Nagpore all started under pandits (not under gurus) to read as middle schools.

"The old pathsalas (now called D pathsalas) in Chota Nagpore were, therefore, before 30th September 1872 (and their number has not been increased since)—

	Schools		Pupils
In Hazareebagh	4	containing now	96
„ Lohardugga	5	„	146
„ Singbhoom	16	„	1,018
„ Manbhoom	21	„	665
Total ...	46		1,925

"These schools have, therefore, been fairly successful. But it has been seen above that the essential feature of the D pathsalas was that the teachers should be provided by training some of our best vernacular school boys in a guru-training school, *i.e.*, normal school; and no such normal schools (nor any other normal schools) were sanctioned for Chota Nagpore. The educational officers appear to have imperfectly remedied this defect by keeping one of the model schools at head-quarters; and at Chyebassa, where the model school kept was attached to the zillah school, it seems to have supplied a most useful class of teachers, though these even had not been specially trained as teachers

"Then comes the primary grant of Sir George Campbell in September 1872, which gave annually to—

	Rs
Hazareebagh	5,400
Lohardugga	8,400
Singbhoom	2,400
Manbhoom	5,700

which grants were increased 33 per cent. more in the year under report.

"These new, or E pathsalas, were to be placed out *at once*, and the manner of placing them out was left to the District Magistrate. In Manbhoom the money was nearly all allotted to schools already in existence under old gurumahasays; and if, as stated, the villagers have in consequence withdrawn their support to the old gurumahasays to at least the amount of the Government grant, it will be very difficult to show how the expenditure of the large amount has advanced education The E pathsalas were here worked on the principle which, in the eye of the Education Department, is an exploded one. In Singbhoom, on the contrary, there were no old gurumahasays to take the Government bounty; so new schools were established exactly on the D pathsala principle (though out of the E pathsala fund), and these schools appear to have been successful in an extraordinary degree.

"In Hazareebagh a large proportion of the E pathsalas are stated to be new schools. And even where grants have been given to old gurumahasays many of them seem not unwilling to read in the normal school, and considerable improvement is reported to have taken place in the old schools. On this point the Hazareebagh report differs from all other reports that have ever come before me; nowhere else has it been said that the old gurumahasay schools have been materially improved.

"In Lohardugga, of the 152 E pathsalas, 120 are old unimproved gurumahasays, and the money devoted to these can as yet have done little to spread or to elevate education, the remaining E pathsala teachers, who are mainly Kols from the Mission schools, have started generally schools in new places, and can teach much more soundly than those old gurumahasays.

"The whole E pathsala schools are—

	Schools.		Pupils
In Hazareebagh	125	containing	2,358
„ Lohardugga	152	„	3,340
„ Singbhoom	51	„	2,486
„ Manbhoom	151	„	3,809

"The great success of the Singbhoom schools is evidenced by the high average number of pupils to each school.

"Looking to the future of these schools, I think our object should be to select promising boys, to prepare these as teachers in guru-training schools that read at least as far as those of Bhu Dev Babu for D pathsala gurus, and then to establish the passed normal school men each in his own village or immediate neighbourhood As men of this class are prepared and got ready to start schools, we should gradually withdraw our support from the old gurumahasays, except such as may have improved themselves and their schools."

SECONDARY INSTRUCTION

SECONDARY INSTRUCTION.—The "middle" and "higher" schools providing secondary instruction are intermediate between the elementary schools, which give primary instruction only, and the colleges which offer superior instruction to matriculated students who have passed the University Entrance Examination and are preparing for the higher examinations in arts. It must be remembered, however, that both "middle" and "higher" schools begin with nearly the earliest rudiments of education in their lowest classes, and that the great majority of their pupils are really in the primary stage of instruction.

The form of return which classifies the pupils according to their attainments contains three principal heads. The *upper stage* comprises pupils who have reached a standard equivalent to that of the first and second classes of a school teaching the University Entrance course; well-prepared pupils are usually two years in this stage. The *primary stage* comprises pupils who have not attained the standard of the third class of a "middle" school teaching the vernacular scholarship course. Pupils are usually four years in this stage, which is again sub-divided into two sections—(1) for those who can read, write, and understand easy sentences in their mother tongue; (2) for those who cannot yet read, write, and understand easy sentences in their mother tongue. The *middle stage* comprises all pupils whose attainments are intermediate between those in the higher stage and those in the primary stage; well-prepared pupils are usually four years in this stage.

The three stages are thus supposed to extend over ten years for pupils up to the age of 16, when they become eligible for admission to the University Entrance Examination.

The statistics for the year under this form of return include 449,783 pupils.* Of these, 5,446 only are shown under the *upper stage*, and 39,260 under the *middle stage*. No fewer than 405,077 are in the *primary stage*, and of these, again, only 158,406 can as yet read, write, and understand easy sentences in their mother tongue; the rest, to the number of 246,671, are below this standard, and are still engaged in acquiring the earliest mechanical rudiments of school instruction.

	Boys.	Girls.	Total.
Upper stage ...	5,420	26	5,446
Middle stage ..	37,963	1,297	39,260
Primary stage—			
(1) Higher section ...	153,433	4,973	158,406
(2) Lower section ...	239,364	7,307	246,671
Total of all stages ..	436,180	13,603	449,783

Middle Schools.—The returns of the year show 1,325 Government and aided middle schools, with an attendance on the 31st March of 65,732 pupils. Excluding the Assam districts, the corresponding figures for the previous year are 1,344 schools and 64,876 pupils.

MIDDLE SCHOOLS.	1872-73.		1873-74.	
	Schools.	Pupils.	Schools.	Pupils.
GOVERNMENT SCHOOLS—				
English	4	487	7	727
Vernacular	181	10,030	186	10,428
AIDED SCHOOLS—				
English	421	21,232	416	21,632
Vernacular	738	33,127	716	32,945
Total ...	1,344	64,876	1,325	65,732
UNAIDED SCHOOLS—				
English	95	5,559	97	5,785
Vernacular	97	3,932	122	5,768
Total ...	192	9,491	219	11,535
Grand Total ...	1,536	74,367	1,544	77,285

It was explained last year that the standard aimed at in the middle English schools is that laid down in the course for minor scholarships, representing a stage of progress from two to three years short of that reached in the higher schools, which educate up to the standard of the University Entrance Examination; and that the standard of the middle vernacular schools is in the same way defined by the vernacular scholarship course, the standard of both courses being the same in all subjects except English. In the year under report, the middle English schools receiving support from the State numbered 423, and their pupils 22,359; which, compared with the previous year, shows a loss of two schools and a gain of 640 pupils.

The Government English middle schools have increased from four to seven in consequence of a reduction of three higher schools to the standard of middle schools. The Government vernacular schools have also risen in number from 181 to 186, and their pupils from 10,030 to 10,428, being an increase of five schools and 398 pupils.

On the other hand, the aided English schools are less by six, though they show an increase of 400 pupils, and the aided vernacular schools are less by 22 with a decrease of 182 pupils.

The middle schools classed as "aided" comprise 983 grant-in-aid schools, with 48,236 pupils (English schools 416, pupils 21,632; vernacular schools 567, pupils 26,604), and 149 circle vernacular schools, with 6,341 pupils.

Besides the schools receiving support from the State, the returns further show 97 unaided English schools with 5,785 pupils, and 122 unaided vernacular schools with 5,768 pupils. The corresponding figures in the returns of the preceding year were—unaided English schools 95, pupils 5,559; unaided vernacular schools 97, pupils 3,932 It must be noted, however, that no reliance can be placed on the completeness or accuracy of the returns of unaided schools It is a voluntary act on the part of these institutions to furnish returns at all, and the Education Department has no means of ascertaining the correctness of any figures they may send, and cannot be sure that the same schools which furnish returns for one year will furnish them for another year, so that there is no trustworthy basis for comparison as regards the number and condition of these institutions from year to year. It has before been pointed out that complete information under this head can only be attainable under compulsory powers conferred by a distinct legislative enactment requiring the registration of all schools, and subjecting them to the supervision of Government Inspectors as is the case in Prussia.

The gross expenditure of the "middle" schools receiving State aid has fallen from Rs. 7,19,138 to Rs. 6,95,733, and the State expenditure from Rs 2,92,747 to Rs 2,74,010, as shown below :—

Middle Schools	1872-73			1873-74		
	State funds.	Local funds	Total	State funds.	Local funds	Total
	Rupees	Rupees	Rupees	Rupees	Rupees.	Rupees
Government Schools—						
English	3,789	8 775	12 564	7 615	10 748	18 363
Vernacular	50,659	27,884	78,543	49,376	30,112	79,488
Aided Schools—						
English	1,33,747	2,38 749	3 72,496	1,20 054	2,34,702	3,54,756
Vernacular	1,04,552	1,50,983	2,55,535	96 905	1,46 161	2,43 126
Total	2,92,747	4,26 391	7,19,138	2,74,010	4,21,723	6,95,733

The average cost of a pupil in the Government schools was about Rs. 8-12, and in the aided schools Rs 10-15, the cost to the State being Rs. 5-2 in the Government schools, and Rs 4 in the aided schools

Vernacular and Minor Scholarship Examinations.—The returns show that the middle schools sent up last year 5,339 candidates to the examinations for vernacular and minor scholarships, and that 3,403 passed, of whom 216 gained vernacular scholarships and 100 gained minor scholarships The new rules for these scholarships are not altogether satisfactory, as may be gathered from the reports of the Inspectors and Commissioners, and they require revision in the light of our present experience. It is the general opinion that their effect has been to lower the standard and impair the efficiency of our middle schools, and particularly of the best of these schools.

The details of the last examinations are given in the following tables :—

Vernacular Scholarship Examination, 1873-74.

Districts	Number of candidates	Candidates passed in—				Candidates who gained scholarships	Remarks
		First division	Second division	Third division	Total		
Burdwan division	667	17	89	282	388	24	
Presidency "	734	30	131	301	462	28	
Rajshahye "	485	2	54	251	307	33	
Dacca "	790	23	115	356	494	42	
Chittagong "	143	2	21	63	86	16	
Cooch Behar "	15				10	3	
Patna "	1,013	52	227	314	593	24	
Bhagulpore "	236	46	87	47	180	21	
Chota Nagpore "	16		6	21	27	10	
Orissa "	80	5	16	24	45	14	
Tributary Mehals	10		3	3	6	1	
Total	4,218	177	749	1,662	2,607	216	

Minor Scholarship Examination, 1873-74.

Burdwan division	221	1	34	82	117	17	
Presidency "	372	13	103	183	299	18	
Calcutta "	25	5	12	8	25	3	
Rajshahye "	132	1	15	55	71	17	
Dacca "	244	12	68	108	188	18	
Chittagong "	44	7	12	15	34	7	
Cooch Behar "							No candidates
Patna "	36		6	14	20	4	
Bhagulpore "	23		2	15	17	6	
Chota Nagpore "	8		2	4	6	2	
Orissa "	26	4	5	10	19	8	
Total	1,121	43	259	494	796	100	

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Higher Schools.—The number of Government higher schools has fallen from 50 to 46 in consequence of the reduction of the standard of three schools as noted above, and a change of classification in the case of another school. On the other hand, the returns show a gain of 531 pupils. The aided higher schools are returned at 76 schools and 7,516 pupils, against 77 schools and 7,694 pupils at the same date in the year before.

There is, therefore, on the whole, a loss of five higher schools, but a gain of 353 pupils.

The returns also show 43 unaided higher schools with 10,168 pupils, against 44 schools and 11,779 pupils in the preceding year.

Higher Schools.	1872-73.		1873-74	
	Schools	Pupils.	Schools	Pupils.
Government Schools	50	10,245	46	10,776
Aided Schools	77	7,694	76	7,516
Total ...	127	17,939	122	18,292
Unaided Schools	44	11,779	43	10,168
Grand Total ..	171	29,718	165	28,460

The gross expenditure on the higher schools receiving State support has remained nearly stationary, being Rs. 5,64,830 in 1873-74, against Rs. 5,66,430 in 1872-73, which shows a small reduction of Rs. 1,600; but the expenditure from State funds is less by Rs. 16,076, having fallen from Rs. 2,06,897 to Rs. 1,90,821. The saving to the State in the Government schools is Rs. 14,743, and in the aided schools Rs. 1,333.

Higher Schools.	1872-73.			1873 74.		
	State funds.	Local funds	Total.	State funds.	Local funds.	Total.
	Rupees.	Rupees.	Rupees.	Rupees.	Rupees	Rupees.
Government Schools ...	1,56,254	2,24,084	3,80,338	1,41,511	2,39,728	3,81,239
Aided Schools	50,643	1,35,449	1,86,092	49,310	1,34,281	1,83,591
Total ..	2,06,897	3,59,533	5,66,430	1,90,821	3,74,009	5,64,830

The cost per head to the State in the Government schools is Rs. 13, against Rs. 16-7 in 1872-73; and in the aided schools Rs. 6-9, against Rs. 6-10.

University Entrance Examination.—The number of candidates at the entrance examination has again largely increased. The last report showed that at the examination of December 1872 the number of enrolled candidates was 2,144, being an increase of 242 over the number in the previous year. At the examination of December 1873 there was a further increase of no less than 400 candidates, the number of names on the register having mounted up to 2,544. One reason for this large accession of numbers may probably be found in the fact that this was to be the last examination for which text-books would be fixed in English literature. Many students are alarmed at the idea of having to face examination questions which may range freely over English literature and are not to be restricted within the four corners of a particular book which has been taught and learned, and there are grounds for believing that fear of the unknown difficulties of the next examination induced many ill-qualified candidates to present themselves, who, under other circumstances would have remained at school for another year. This may account, too, in some measure, for the unusually large proportion of failures reported. Out of the 2,544 candidates, 848 only passed; eighteen were expelled from the examination; 90 were absent, and 1,588 failed. Of the rejected candidates, 1,095 failed in English; 404 in the second language; 931 in history and geography; and 1,232 in mathematics; from which it appears that the great majority failed in more than one subject.

The great accession of numbers at this examination is mainly due to Bengal, which supplied no fewer than 385 additional candidates, against 15 contributed by other provinces. Thus the Bengal candidates, who numbered 1,714 in 1872, rose to 2,099 in 1873; comprising 1,900 Hindus (of whom 20 described themselves as Theists and 83 as Brahmists), one Jain, 109 Muhammadans, and 89 Christians. A very large number of these candidates must have been ill-advised in presenting themselves for examination, as the result showed only 640 passed, against 1,459 rejected Of the successful candidates, 110 were placed in the first

division, 287 in the second, and 243 in the third. The candidates were contributed from the several districts as shown below :—

General Distribution List of Entrance Candidates.

Districts.	Number of candidates.	Schools that sent candidates.	Schools that passed successful candidates.	Candidates passed in— First division	Second division	Third division	Total passed
Burdwan division	519	58	30	24	68	52	139
Calcutta	458	31	22	44	90	60	194
Presidency division	317	42	31	10	52	42	104
Dacca "	272	16	9	14	21	35	70
Rajshahye "	166	16	13	8	24	23	55
Patna "	134	9	6	2	13	11	26
Bhagulpore	60	5	3	1	5	4	10
Chittagong "	31	4	4	1	5	4	10
Chota Nagpore "	13	5	3	0	2	4	6
Orissa "	20	4	3	3	5	5	13
Assam "	29	9	4	1	3		4
Cooch Behar "	13	2	2	1	3	1	5
Private students	45			1	1	2	4
Total	2,099	196	130	110	287	243	640

From this table it will be seen that 437 out of the 640 successful candidates, or more than two-thirds, were sent up by schools situated in the metropolitan districts comprised in the Burdwan and Presidency Divisions including the town of Calcutta. The number of schools which this year succeeded in passing candidates was 130 only, against 178 in the preceding year. The number of schools that sent up candidates was 196. Papers were set in nine languages, besides English, and the following list shows the number of Bengal candidates who took up each of them :—

	December 1872.	December 1873
Latin	54	63
Sanskrit	1,073	1,147
Arabic	32	37
Bengali	462	675
Persian	5	13
Urdu	65	130
Hindi	7	23
Uriya ...	14	7
Armenian	4	4
Burmese	1	0
	1,717	2,099

It appears that 59½ per cent. of the candidates took up a classical language this year, against 67 per cent in 1872. Sanskrit was taken up by 74 more candidates than in 1872, but relatively to the total number of candidates it has declined, the percentage of candidates taking it up having fallen from 62 to 54½. It has been replaced chiefly by Bengali and Urdu, the percentages of which have risen from 27 and 4 to 32 and 6 respectively.

The Muhammadans appeared in greater force than usual at the last examination, but the result was not favorable to them, as only 21 passed out of 109 candidates. In the preceding year, 30 passed out of 74 candidates.

Some weeks before the entrance examination, a departmental examination was held in surveying and physical geography under the rules prescribed by the late Lieutenant-Governor, which require half the junior scholarships to be given to candidates who have qualified in these subjects. The examination was conducted by a Board of Examiners appointed for each inspector's circle by the Commissioners and the Inspectors. One paper was set in physical geography and one in surveying ; and marks were also awarded for specimens of the survey work and plan-drawings executed by the candidates in the course of the year.

The statistics of the examination are given below :—

	Number of candidates.	Number passed
Burdwan division	258	78
Calcutta	86	67
Presidency division	64	48
Dacca "	153	124
Chittagong " ...	28	19
Rajshahye "	71	22
Cooch Behar "	. .	.
Patna "	73	30
Bhagulpore "	64	42
Chota Nagpore " ...	11	10
Orissa "	25	9
Total ...	833	449

SECONDARY INSTRUCTION

It is believed that the necessity for this separate examination will shortly be obviated by the acceptance by the University of the proposal now before it, which provides that the paper in geometry at the entrance examination shall include the elements of mensuration and simple surveying, and that a substantial part of the geographical paper shall be devoted to physical geography. By the present arrangement, far too much is attempted in practical and professional surveying, which cannot properly be taught in schools for general education; and the separate examination is not only exceedingly troublesome to all concerned, but acts most injuriously on the students by unduly distracting their attention and taking up time that can ill be spared just at the period when they are reviewing their work for the University Entrance Examination, which is the grand *finale* of their school career.

Junior Scholarships.—The following table shows the distribution of the junior scholarships awarded in January 1874 on the results of the entrance examination held in the previous month:—

Distribution List of Junior Scholarships, 1874.

Commissioner's Divisions	First grade scholarships, Rs. 20 a month.	Second grade scholarships, Rs. 15 a month.	Third grade scholarships, Rs 10 a month.	Total.	Number of scholarship-holders who passed the Entrance Examination in the—		
					First division.	Second division.	Third division.
Burdwan division ...	1	6	21	28	20	8	0
Calcutta	7	5	18	30	30	0	0
Presidency division .	0	5	11	16	12	4	0
Rajshahye " ...	0	6	12	18	8	7	3
Dacca " ...	1	6	12	19	13	5	1
Chittagong "	0	2	6	8	1	5	2
Patna "	1	7	4	12	2	8	2
Bhagulpore "	0	3	8	11	1	6	4
Orissa "	0	7	4	11	3	5	3
Chota Nagpore "	0	2	4	6	0	2	4
Assam "	0	3	0	3	0	3	0
Cooch Behar "	0	1	1	2	1	1	0
Total .	10	53	101	164	91	54	19

In consequence of some defective returns, the list of scholars, as first published, omitted the names of four candidates who were entitled to scholarships in accordance with the rules, and to remedy this mistake four additional scholarships were afterwards awarded to them under the orders of Government, which brought up the total number of scholars to 164. Of these, 68 elected to take up chemistry, and 45 psychology, for the first examination in Arts. The remaining 51 have joined professional colleges.

The state of secondary instruction in different districts will be seen from the following summaries taken from the reports of inspectors and commissioners:—

Burdwan Division.—The returns for the year show 325 schools for secondary instruction with 20,032 pupils, against 344 schools with 20,195 pupils in the previous year. The decrease in the number of schools is 19, of pupils 163: so that it would appear that most of the boys belonging to the schools that have been closed have joined other schools. In Burdwan there was a decrease of seven schools, in Hooghly of 15, and in Midnapore of two, whilst there has been an increase of five in Burdwan and Beerbhoom. The decrease in Midnapore was mainly due to the reduction of the grant-in-aid allotment, whilst in Hooghly and Burdwan the committees had to protect themselves from bankruptcy. In the former district four higher class English schools and 10 middle class vernacular schools were closed, and the committee was not in a position to entertain applications for new grants.

Middle Vernacular Schools.—These schools, 162 in number, consisting of 26 model schools and 136 aided schools, are reported by the Inspector to have kept up the high character for efficiency spoken of in the previous year's report. Temporarily the number of schools has been reduced by eight, and the number of pupils by 66, in Burdwan and Hooghly, on account of the small attendance at some of them. The Inspector writes:—

"Considerable progress has been made in vernacular education during the year, for I find that in 1872-73 there were 2,854 pupils, who had achieved success in their studies up to the middle stage; last year this number advanced to 3,090, whilst beginners, who can read and write, last year gives at 4,252, against 3,149 of the previous year. It therefore appears that not only has considerable progress been made, but also primary schools have relieved the middle class vernacular schools of a considerable number of beginners."

Vernacular Scholarship Examination.—There were 667 candidates from 168 schools for this examination and 388 were passed: 17 in the first division, 89 in the second, and 282 in the third. Upon this result 24 scholarships were awarded. The results of the examination in the science branch were not very satisfactory. The examiner, Babu Brahma Mohan Mallik, says—

"Of the four subjects included under the head of science, most of the candidates took up physical geography and natural philosophy, but I believe that with the exception of a very

few, they did not understand the subjects. In reply to my question 'Why the sea is salt,' most of the students said 'Because God made it so,' or 'Because there are salt mines at the bottom of the sea.' In illustration of the law of gravitation, they were asked to explain 'Why is it that a leaning tower or a tree has a tendency to fall,' to this they replied 'Because the cements lose their adhesive force,' or 'Because the roots of the trees become loose.'"

This is no doubt due to some extent to the want of text-books of a suitable character, but mainly to mechanical and unintelligent teaching, for which it is not easy to devise a remedy. The districts arranged in order of merit stand thus:—

1. Hooghly.
2. Midnapore.
3. Bankoora.
4. Burdwan.
5. Beerbhoom.

The examiners complain of bad spelling and unidiomatic expressions in the answers generally, and the subjects of history and geography appear to have been neglected.

Middle English Schools.—There were 108 of these schools, 97 aided and 11 unaided. As a rule, schools of this class situated at sub-divisions and munsiffs are, in the opinion of the Inspector, useful and efficient; but away from these they do not maintain this character, being in many cases established for the exclusive benefit of a few heads of families who wish to have their sons educated at home up to the age of 14 or 15. Schools of this class cannot, Mr. Hopkins thinks, be made thoroughly efficient without a great reduction in their present number and a more complete subordination of all the arrangements in them to the educational authorities.

Minor Scholarship Examination.—Out of 4,899 pupils on the rolls of middle schools, 1,991 were said to be in the middle stage of instruction, but only 221 candidates came up to the minor scholarship examination, of whom 117 passed, one candidate (a private student) only being placed in the first division. Compared with last year there has been a decrease of 468 in the number of pupils attending these schools, whilst there was an increase of 76 in the number of candidates for scholarships. The middle English schools of Cutwa did better in the scholarship examination than the vernacular schools in the same sub-division, but nowhere else was this the case. The average result of the minor scholarship examination in all the districts is given in the following table, 800 being the total marks in all subjects:—

	Candidates.	Average marks.
Midnapore	44	103
Hooghly	65	94
Burdwan	79	90
Beerbhoom	12	107
Bankoora	21	56

Higher English Schools.—There were 45 of these schools with 6,697 pupils at the close of the year, of which 26 with 4,325 pupils, and nine with 1,174 pupils, were in the districts of Hooghly and Burdwan, respectively. There has been a decrease of four schools with 40 pupils during the year, all of which belonged to the Hooghly district, and were not needed. The 45 schools consisted of seven Government, 31 aided, and seven unaided institutions.

The seven Government schools each had an average of 300 pupils on their rolls, and their maintenance cost the State Rs. 17,000. The schools at Howrah and Uttarpara were self-supporting, and in all the schools, except that at Uttarpara, the Inspector reports that a high standard of excellence and discipline had been maintained.

Of the aided schools the Inspector remarks:—

"Most of these are situated in the Hooghly district; their quality fluctuate very wonderfully. One year a school is well attended, the next year it is almost without pupils; one year it obtains results the most brilliant in the junior scholarship examination, the next year its pupils are not to be found at all amongst the successful candidates. In the district of Burdwan we have a clear case of the inability of private individuals, philanthropic and energetic though they be, to maintain even a moderate standard of excellence in higher English schools. From the six aided schools in that district, 51 candidates appeared at the University Entrance Examination, and eight only passed. Thirty-one appeared from the three unaided institutions, and six only passed. This indicates what ought to have been considered long ago, that English schools, whether higher class or middle class, cannot be properly managed by the class of head-masters employed, and matters will not be improved so long as inexperienced young men, fresh from school or college, are thrust into the responsible position of head-master without reference to their mental and physical fitness for such posts. Training schools are quite as necessary for English teachers in this country as for vernacular teachers, for the intellectual training they receive in the colleges may foster their intellect, but that it does so for good or for evil is left to chance, and the result is not pleasant to dwell on."

The low pay of the master in aided schools makes them restless and ever on the alert to better their condition, and I have no expectation of any great improvement in the outturn of these schools till the masters are better paid.

The seven unaided schools contained 1,537 pupils, against 1,287 of the previous year. The Inspector considers all these institutions well managed, although they do not turn out many first class scholars.

SECONDARY INSTRUCTION.

Junior Scholarship Examination.—Sixteen schools only sent up candidates to the preliminary examination in physical geography and surveying, and no candidates came forward in the Burdwan district. The total number of candidates was 222, of whom 78 were passed. Of the successful 78 boys, 70 came from Government schools.

The following table gives the result of the University examination for each class of schools:—

Number of Schools	Number of candidates.	Passed in—			Scholarships
		First division	Second division.	Third division.	
7 Government Schools ...	198	15	40	24	15
31 Aided "	199	8	16	18	11
12 Unaided " ...	123	1	4	10	2
Total ...	520	24	60	52	28

CALCUTTA.—*Higher and Middle Schools.*—The returns show that there were nine Government, 128 aided, and 48 unaided schools, besides 136 unaided pathsalas, with an aggregate of 21,917 pupils at the end of the year, against an aggregate of 19,445 in the previous year. Returns from unaided schools, being voluntary, are imperfect: and it is only from the returns of Government and aided schools, that any safe conclusion can be drawn as to the progress of middle education in Calcutta. These show an increase of 74 pupils in Government schools and of 654 in aided schools, indicating that higher and middle education are steadily spreading in Calcutta. The number of pupils on the rolls of the nine Government schools, and 128 aided schools, respectively, was 2,745 and 5,297, or an aggregate of 8,042. The social position and creed of these pupils are shown below:—

	Christians.	Hindus.	Mussulmans.	Others	Total.
Upper classes	1	405	8		414
Middle "	743	4,470	435	3	5,651
Lower "	394	468	152	22	1,026
Parentage unknown	327	608	.	6	941
Total	1,465	5,951	595	31	8,042

The Government higher English schools in Calcutta are the Hindu and Hare schools, the Anglo-Persian department of the Madrassa and the school department of the Sanskrit College. The Hindu and Hare schools maintain their position at the head of the list of schools in Bengal, arranged in order of merit on the result of the entrance examination, and show an excess of income from fees over expenditure amounting for the year to Rs. 8,002. The State contributed Rs. 18,152 to the expenditure of the Anglo-Persian department of the Madrassa, and Rs 8,335 to that of the school department of the Sanskrit College. The other State expenditure on schools (excluding colleges) in Calcutta was chiefly the fixed grant-in-aid allotment of Rs. 45,000. This allotment is rather less than the amount required to pay existing grants, so that no new grants can be made except by curtailing old grants.

"This," says the Inspector, Mr. Clarke, "has raised a number of difficult questions. Many of the schools now receiving large grants are higher and middle schools, and if the Government of India's indication, that a greater share of the public money is to be given to schools for the lower classes, is to be treated as a command, the grants to some of these higher and middle schools must be stopped or materially curtailed. And there arises a fresh difficulty here, for though these grants are only formally sanctioned for five years at a time, they are considered renewable if the school is satisfactory, and many schools have enjoyed their grants a long time. These are matters which will very shortly require the attention of Government."

The Government of India having desired that the subject of the State provision for the education of Europeans and Eurasians should be noticed in the annual report, I subjoin a summary of the report submitted by the Inspector.

Omitting the Europeans and Eurasians of Calcutta and the suburbs (exclusive of Howrah, which is in the western circle) who are in the receipt of more than Rs. 300 a month, and those for whom there is a separate provision in the regimental schools, Mr. Clarke comes to the conclusion that we may assume there are 5,000 Europeans and 30,000 Eurasians in receipt of less than Rs. 300 a month, about whose educational opportunities enquiry should

be made. This population would give 800 European and 5,000 Eurasian children (boys and girls) of a school-going age. As the term Eurasian goes very low down in the social scale, it will be convenient to adopt a classification which has been adopted in some previous reports, viz., into second class Europeans and Eurasians receiving Rs. 80 to Rs. 300 a month, and into third class Europeans and Eurasians with incomes of Rs. 80 and less.

To provide the means of education for these children, Mr. Clarke mentions the following classes of schools :—

(*a*) The schools attached to, or forming the lower classes of, colleges, whether Government or private, such as the Hare and Hindu schools, the lower classes of the Doveton and St. Xavier's College, &c.

(*b*) The aided schools under the inspection of the Presidency Circle Inspector, which contain European or Eurasian pupils in any numbers.

These are the following :—

Boys' schools.
Calcutta Boys.'
St. Stephen's.
Free School
Benevolent Institution.
Girls' schools.
Calcutta Girls.'
European Female Orphan Asylum.

Girls' schools—(continued).
Bow Bazar, Girls.'
Entally Loretto
Free Church Orphanage.
Free School, Girls'
St. Stephen's, Girls.'
Benevolent Institution.

(*c*) Private schools, including the academies of Mr. D'Cruz, and Mr. Kennedy, Mr. Vardon's Armenian school, &c.

(*d*) Dames' schools.

On the sufficiency of these schools for the work to be done, Mr. Clarke observes :—" In forming any estimate how far these schools, as a whole, may suffice for the children to be educated, it must be recollected that only the eleven schools in class (*b*) are under my inspection, and that only regarding these can I in general obtain detailed information. It is far beyond our departmental strength to compile even a complete list of names of the other schools. I will, however, hazard an opinion that the schools in existence are sufficient for the number of children to be educated, and that we rather want education improved in quality than increased in quantity—in fact, in schools, as in shoe-making, the law of demand and supply in a town like Calcutta, keeps the supply pretty well up to demand. And in the same way, no school can fall in the quality of its education definitely below the general standard without being ruined and superseded by other schools The schools, under such circumstances, do not require inspection by Government any more than the shoe-makers, and I have reasons for believing that the academy of Mr. D'Cruz is quite as good as the inspected schools, nor do I believe that Government interference would make it better."

Mr. Clarke next gives an interesting series of details regarding the schools under inspection, touching upon all the points on which the Government of India considered information desirable, and from the mass of details he draws the following general conclusions :—

" The ordinary laws of supply and demand have produced schools suited for the second class of Europeans and Eurasians, *i.e.*, those whose incomes run from Rs. 80 to Rs 300 per month. It is useless for Government to interfere in these schools, or to attempt to exert pressure to induce them to teach the young ladies Bengali and plain sewing in place of music, drawing, &c. The recommendations and suggestions may be narrowed down to the schools of the third class. It may be a question whether the Government grants-in-aid, which go to schools of the second class, should be continued.

" It is hopeless to organize any system of day schools for the third class, unless such a number of day schools is set up as would bring a school within 200 yards of every person's door. The second class people who can afford Rs. 8 to Rs. 12 per month for schooling, *may* be able also to afford the gharry or palkee to send the child to school. But the third-class people who can only pay a Rs. 2 to Rs. 3 fee cannot possibly pay for a conveyance—it would cost far more than the schooling. For this third-class, therefore, there is no option except Dames' schools or boarding schools.

" A certified teacher from England costs Rs. 200 to Rs. 300 per month at least, and even at this price it is difficult to keep him ;—in fact, any European who knows arithmetic, and who is perfectly sober and honest, is worth more than this pay in India. If, therefore, a certified high class teacher is to be at the head of our schools, the number of schools must be kept very few."

Mr. Clarke closes his report with a critical examination of the seventeen suggestions put forward by Mr. Lawrence in his report on schools for Europeans and Eurasians, and comes to the conclusion that Government would act wisely in throwing aside the whole of them. He then remarks :—" After having been so destructive on other persons' suggestions, I may fairly be asked what are my own ? My real feeling is, that in this, as in many other cases, numbers of persons deeply interested in the matter have been working away for half a century, and have made little improvements by degrees, and have tried nearly everything ; and that after Government has got in all the information that these experienced persons possess, they will learn that there is very little to be done.

SECONDARY INSTRUCTION

"Something more can be done with more money. In Bengal, as much as in any country of the world, nothing can be done without money. I will then assume that Government is willing to lay out more money, and point out how I believe it would go furthest.

"Day schools are of little use, as we have seen that each serves only a small area: hence the day schools cannot possibly pay for a good teacher.

"At the Free School, boarders pay Rs. 8 to Rs. 12 per month. Government might pay Rs. 6 of the fees of all boys and girls above the present, or some fixed, number, who shall be entertained in the Free School: that is to say, beyond and above the present Government contribution to the school. By this plan, the small remaining portion of the fee might be paid by the parent or by the charitable. No extra cost for superior certified head-masters would be entailed. I think the Government money would go further thus, than in any other way.

"I mention the Free School as the one that has the largest buildings, the most efficient superintendence, and a very cheap rate for boarders. But whatever boarding school be encouraged by Government, I would recommend that the Government money should be concentrated on a few shools only.

"I have suggested to some school managers that as European mistresses at low salaries are to be found in Calcutta, such might be put in charge of the lower classes of boys' schools, instead of the low paid European and Eurasian masters now employed. But experienced managers inform me that in their opinion this could, in Bengal, only be carried out in infant classes.

"The regimental schools at Fort William, Dum-Dum, and Barrackpore, might be thrown open at a very low fee to children of outsiders, under some restriction that each child should get the Colonel's leave to attend, which leave might at any time be withdrawn."

The questions discussed in this report are at present under consideration.

PRESIDENCY DIVISION.—*Middle Vernacular Schools.*—There were 211 schools of this class on the 31st March, viz., 16 Government schools with 1,044 pupils, 182 aided schools with 8,730 pupils, and 13 unaided schools under inspection with 781 pupils. The aggregate number of pupils in these schools was 10,555: consisting of 92 Christians, 9,485 Hindus, and 975 Mussulmans.

Middle English Schools.—The schools of this class were 119 in number, viz., 95 aided schools with 5,209 pupils, and 24 unaided schools under inspection with 1,365 pupils. The 6,574 pupils attending these schools consisted of 11 Christians, 6,163 Hindus, and 400 Mussulmans.

The preceding figures indicate, in the opinion of the Inspector, a steady growth in all the schools for secondary instruction, especially when it is considered that there has been no increase in the allotment of State money. The reports from Nuddea and Jessore show that the middle aided vernacular schools are not in favor, or at a standstill. This is no doubt due to the fact of other schools being available on easier terms. The Inspector is, however, of opinion that with more funds both circle and D pathsalas could be rapidly spread, and that a steady increase in all the English schools may be looked for, as in this class of schools there is no competition from other grants. The new standards for minor and vernacular scholarships "have," Mr. Clarke thinks, "generally and appreciably lowered the standard of our middle schools, especially in arithmetic, geometry, geography, and history."

Higher English Schools.—There were 36 schools of this class, viz., four Government schools with 723 pupils, 27 aided schools with 2,828 pupils, and five unaided schools under inspection with 815 pupils. The 4,366 boys attending these schools consisted of 18 Christians, 4,213 Hindus, 132 Mussulmans, and three others.

In connection with the higher English schools, there was nothing in the result of the year calling for special remark except the disqualifying examination in surveying, plotting, and physical geography. No pass-standard for this examination having been prescribed, the Inspector fixed it so as to pass about three-fourths of the candidates. About 75 per cent. of the entrance candidates went up to the examination, and the practical result was to alter the distribution of two or three scholarships in the Presidency Division. On the policy of teaching surveying in schools, Mr. Clarke remarks:—"I have written fully my own views on the teaching of surveying in schools, and Government has printed that letter and in a manner accepted those views. They amount to this, that to qualify a man as a professional surveyor requires a training of years after he has left school, and that to attempt to give such a training to school-boys, whose time is already fully occupied with learning English, is a delusion. The normal school pandits can be taught some practical surveying. The zillah school-boy may learn plotting to scale, and finding superficial areas, and it is a very useful addition to their Euclid. The physical geography means Mr. Blanford's excellent book. The easier chapters of this form one of the best readers for the entrance classes we have got; but much of Mr. Blanford's book is too good: it is not popular, *i e.*, calculated to make people think they understand something they do not. This portion of the book is very solid, and beyond even our students reading for B. A."

RAJSHAHYE DIVISION.—The Inspector, Babu Bhu Dev Mukhurji writes:—"It is my impression that secondary education has suffered during the year under report. In my last annual report, I spoke of the great and sudden reaction in favour of primary education

as likely to affect injuriously the superior aided schools, and I showed how the circumstance, that the entire subordinate inspecting agency was under the orders of the magistrates who had direct control over the primary schools only, must have a tendency to render inspection one sided. I did not, when writing that report, anticipate the effect which lowering the standard of instruction in the middle schools must inevitably produce upon them, nor did I foresee how the great stress laid upon survey teaching, before there were teachers qualified to teach, and instruments with which to teach that subject, would interfere with the regular studies of the pupils and make them waste their time and energies in endeavouring to master a subject under insuperable difficulties; neither did I try to imagine all the effects upon our teachers of the impetus afforded by the Native Civil Service examinations. But all these causes combined have, in my opinion, produced very serious results on secondary education. Some of our best teachers from the higher class schools have gone away, and a few have grown to be painfully restless. While in the middle schools, instead of that earnest teaching which attends upon a clear conception of the end to be attained, there is a good deal of listless teaching, or of aimless beating about the air.

"In middle English schools they have, in most instances, discontinued the use of text-book and grammars In the higher class schools, protected as they are by the University rulings, the worst effect produced is the restlessness of the teachers who have become more than ever anxious 'to better their condition in life,' by preparing for and passing the Civil Service examination; but for this I should say that the higher schools would have greatly benefited by the improvements they generally carried out, in opening gymnastic classes and in devoting greater attention than before to mental arithmetic and exercises in translation."

No doubt the attractions of the Civil Service examination have exercised a very disturbing influence on all our schools, but this is hardly likely to continue. The number of candidates already passed is greater than the service can absorb for some time, and the raising of the standard of marks for passing, which has lately been announced, will act as a deterrent in the future. For a truly efficient subordinate staff of teachers, it is a necessity that promotion should, in course of time, be provided to a greater extent than is now the case. Babu Bhu Dev is not singular in the opinion he expresses as to the effect produced on middle schools by the lowering of the standard, and I believe that the true interests of this class of schools would be promoted by a return to some extent to the former standard. The Commissioner, Mr Moloney, takes the same view as the Inspector regarding the decline of the secondary schools in status and efficiency.

Middle Vernacular Schools.—The number of middle vernacular schools and pupils is shown below:—

Middle vernacular schools	Number of schools	Number of pupils.
Government schools	29	1,589
Aided	11	465
Unaided	179	6,523
Total ...	219	8,577

It should be understood that a large majority of these boys are in the primary stage of progress. Schools of their class are generally in the hands of good teachers from normal schools, and are, with few exceptions, useful and popular. Classifying the pupils according to social position and creed, we have the following result:—belonging to the higher classes 51, to the middle classes 3,612, to the lower classes 4,914; Hindus 5,796, Muhammadans 2,773, others eight.

The total cost of these 219 schools was Rs. 68,244-12-9: of which the State contributed Rs. 30,836-7-7 and the people Rs. 37,408-5-2.

Vernacular Scholarship Examination.—The result of the vernacular scholarship examination for the seven districts was as follows:—

Number of schools eligible to send candidates	219
" " from which candidates came	144
" of candidates sent	508
" passed in 1st grade	2
" " in 2nd "	54
" " in 3rd "	267
" of scholarships awarded	34

The Inspector regrets the change that has been made in the subjects of this examination, and thinks that its tendency is to bring the middle schools down to the level of the primaries. He disapproves, also, of the rule for the award of scholarships which preserves one-third of the number to be awarded by the district committees to candidates from schools situated in parts where education is backward. On the latter point he says:—

"I am strongly of opinion that scholarships should not be given away except to students, who, by the proficiency displayed by them in the examination, give promise of future progress in higher institutions. A scholarship given to a dull or mediocre lad will have to be followed up after a few years by a free studentship or by some other charity, or end in a quite resultless expenditure. The great ladder for raising the ryot's child from the gutter to the bench

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of the High Court needs be within reach of those only who are sure of foot and strong of limb, otherwise it will but create occasions for mere tumble downs."

On the result of the examination, the Inspector says:—

"The result of the last examination for most of the districts was very sadly disappointing to me; considering how easy those examinations were compared to those of preceding years, the outturn was low indeed; although, if judged from mere tabular returns, the figures may show no great falling off—nay, even advance in some districts. But statistical returns, deceptive as they often are, become bewildering when read without reference to the more important circumstances which bear upon them. The examinations of the year under review were not like the examinations of the preceding years. The subjects of examination had been diminished by nearly one-half: while of the marks assigned to the different subjects, those had the greater portion which could be got up with the least pains or were not got up at all (such as manuscript reading). Mr. Inspector Clarke, in his report of the year before, seems to have truly anticipated the effects of changes that had been made—that good vernacular schools will soon cease to be. The schools are not without some elasticity; they would rise again to their old position if the weight under which they have bent be removed, but they are not strong enough to rise in spite of what is weighing upon them."

Middle English Schools.—The schools of this class are all private ones, and they labor under the disadvantage of having no Government schools to serve as models. English is taught only as a language, and all the subjects included in an ordinary school course are taught through the vernacular. Many of these schools have purely vernacular departments attached to them, in which the boys are in the lowest stage of progress. Of the difficulties against which these schools have to contend the Inspector observes:—

"There are, however, certain drawbacks on these schools which interfere with that success which, in my opinion, they are calculated and yet destined to attain. The chief of these is the incompetency, generally speaking, of the English teachers in charge of them. Brought up, as they have been, in purely English schools, they find themselves out of their groove in these mixed schools, and do not know how to adopt their course for teaching English as a language only, not having been themselves taught on such a system. In our English schools we have not yet learnt to teach the English language in the way it should be taught to foreign boys."

The statistics as to number of schools and attendance of pupils are subjoined:—

	Number of schools.	Number of pupils.
Aided	60	2,713
Unaided	9	371
Total ...	69	3,084

Classified according to social position, there were in these schools 56 boys belonging to the upper classes, 1,966 to the middle, and 1,062 to the lower; according to creed there were 2,392 Hindus, 665 Muhammadans, and 27 others.

The total cost of these schools was Rs. 52,055, of which the State contributed Rs. 16,826, and the people Rs. 35,299.

Minor Scholarship Examination.—The number of schools from which candidates were eligible to go up to this examination was 69; but candidates only came forward from 34 of these. The number of boys sent from these 34 schools was 123, and the number passed was 71; one being placed in the first grade, 15 in the second, and 55 in the third. Seventeen scholarships were awarded on the result of the examination. In connection with this examination the Inspector remarks:—

"My observations on the vernacular examination apply, I believe, as well to this, and I shall not therefore, repeat them. My idea is, that we ought to revert back to the old standard of examination, and likewise cease to award scholarships to candidates who are not passed in one of the two higher grades."

Higher Class English Schools.—The number of institutions in this division educating up to the University entrance standard is 16, including the High School at Beauleah, and the Berhampore Collegiate School. The number of boys on the rolls of all these schools on 31st March was 2,161, and the total cost for the year was Rs. 85,814, of which Government contributed Rs. 19,575.

Junior Scholarship Examination.—The preliminary examination in surveying and physical geography was held in October, and 71 candidates competed; the result was satisfactory. The total number of candidates at the University examination was 154, of whom eight passed in the the first division, 25 in the second, and 17 in the third. There were 15 junior scholarships awarded on the result of the examination. The most successful of all the schools was the Beauleah High School, which sent up 38 candidates and passed 16: three being placed in the first division, six in the second, and seven in the third. The Berhampore Collegiate School sent up 36 candidates but only passed five. In his report, the Principal of the Berhampore College says:—

"The results of the entrance examination were simply disasters. I cannot attempt to explain a failure that was wholly unexpected. Out of a class of 48 students, 36 were

allowed to go up, one-half at least of whom we trusted would pass, whereas only five were passed."

The University tables show that four of the 36 Berhampore candidates were absent, and that of the 32 who were examined, 24 failed in English, 22 in history and geography, and 23 in mathematics.

COOCH BEHAR DIVISION.—*Middle Vernacular Schools.*—At the close of the year the number of middle vernacular schools was 15 with 533 pupils, consisting of 181 Hindus, and 352 Mussulmans.

There was no vernacular scholarship examination in Darjeeling, but five schools in Julpigoree sent up 15 candidates to this examination, of whom 10 passed and three gained scholarships.

Middle English Schools.—There were four of this class containing 122 pupils: 77 Hindus, 38 Mussulmans, and seven Budhists. No minor scholarship examination was held as there were no eligible candidates.

Higher English Schools.—There were two schools of this class, one in each district, both aided, and containing 101 pupils: 42 Hindus, 14 Mussulmans, 44 Christians, and one other. The total cost of these schools was Rs. 11,496, of which the State contributed Rs. 3,456.

The Darjeeling school—St. Paul's—sent up three candidates to the entrance examination, all of whom passed, and one gained a junior scholarship.

"The aided school at Julpigoree," writes the Commissioner, "has been long struggling to attain a position really equal to the entrance examination course. The case is now one for a special grant." Some local subscriptions had been secured which, with the fees, will bring in about Rs. 100 a month, and a grant of the same amount has been applied for.

The Thibetan Boarding School at Darjeeling has been remodelled by the Deputy Commissioner with good results, as reported by the Commissioner after a recent inspection:—"The whole of the old boarders have been excluded, and 14 new subjects selected from several races—Nepalis, Bhutias, and Thibetans. The intelligence they are found to have under really able and rigorous training is such as completely to vindicate the character of these races in comparison with others. The boarding system has been thoroughly reformed, the boys are entirely in hand, and being trained in thoroughly useful habits. To do justice to this promising experiment a further grant of money would be excellently bestowed."

DACCA DIVISION.—The Inspector, Mr. Croft, remarks:—

"This division has always stood well compared with the rest of Bengal in middle and higher education; it has long since reached a fair level, and therefore shows no startling advance from year to year, though its progress is far from insignificant."

Middle Vernacular Schools.—At the close of the year there were 257 schools with 11,509 pupils, made up of 203 Government, circle, and aided schools with 9,411 pupils, and 54 unaided schools with 2,098 pupils.

Vernacular Scholarship Examination.—From 181 schools 790 candidates came up to this examination, of whom 494 were passed and 42 gained scholarships. Seven extra scholarships were this year awarded in the Dacca district out of money transferred from the Khasi Hills. Commenting on the result of the examination, the Inspector says:—"Dacca easily keeps the lead by reason of the excellence of the model school and of the great Bikrampur schools. In Mymensingh the Hardinge School passed 33 boys out of 39, and there are half a dozen circle and aided schools of great merit. Fureedpore Station Vernacular School comes next in rank, with 18 passed out of 22; the circle schools are middling: Burrisal Vernacular School has slightly fallen off; there are some fair aided schools. In Sylhet, schools of this class are few; the Bhatera model and Nababtaleb aided schools are the best; there are no circles."

Speaking of the circle schools, the Inspector says:—

"The character of the circle schools varies widely. They are designed for places where subscriptions cannot be looked for; a pandit goes about to the two or three pathsalas in his circle and teaches the highest class. He gets about Rs. 20 a month. The guru of each pathsala gets the fees of his boys, and a small addition from the reward fund. In Dacca district he also gets Rs. 2-8 from the primary school grants; unless, therefore, the first class boys travel about with the pandit, which they sometimes do, they get only one-third of his teaching, and are heavily weighted against the boys of other middle schools. Yet in Dacca district the circle schools stand on the highest level, getting six scholarships out of 13. In Bikrampur they beat all the other schools. In Backergunge, also, the circles get their proper share of scholarships, and the magistrate would not consent to break up a circle even to provide an additional inspecting officer, which he sorely needs. In Fureedpore and Mymensingh they get no scholarships and are generally of a lower class; still they pass their fair share of candidates. They are cheap schools, each pupil cost Government Rs 2-4 last year, while aided-school pupils cost over Rs. 3, I cannot, therefore, go along with the Magistrate of Mymensingh in wishing to abolish them. The education they give, if not the best of its kind, is of a higher order than that of the pathsalas by which he would replace them. It is hard upon a hillock to be planed down because it does not raise its head high enough above the level around it; in the educational field every eminence is a gain."

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Many district committees are apprehensive that middle class education will receive a check by the new regulation of the High Court, which no longer recognizes the vernacular scholarship certificate as a qualification for admission to the pleadership examination, and the Inspector very properly remarks:—"If, owing to administrative changes, there is less demand for a particular class of education, the Education Department must accept the fact. It may be a grievous thing that the middle class schools will be less resorted to than before, but it is also a grievous thing that mofussil courts should be thronged with needy lawyers. It is to be hoped that the boys who henceforward keep away from school on this ground will still find employment, and employment less demoralizing than that of a hanger-on to a court, who must needs take to questionable practices in order to live. But if the High Court were to allow passing in the 1st grade only as a qualification for admission (the concession would very slightly increase the number of candidates), it would let in only boys of high merit, and it would give much encouragement to vernacular education."

The introduction of mensuration, &c., into the scholarship course has not, in the opinion of the Inspector, been hurtful to the teaching of arithmetic. The marks obtained are as high as before, and the boys seem to have taken not unkindly to the new subject.

The total cost of each pupil in a school of this class was Rs. 7-8, of which the State paid Rs. 4 in a Government school and Rs. 3 in an aided school.

Middle English Schools.—At the end of the year there were 108 schools of this class with 6,336 pupils, of which 74 were aided, with 4,569 boys, and 34 with 1,767 boys, were unaided. The slight falling off in the number of aided schools is more than compensated by the increase in the number of unaided schools, some of which since the close of the year have received grants. From 56 of these schools, 244 candidates went up to the minor scholarship examination, and 188 were passed, 18 scholarships being awarded upon the result. On the result of this examination the Inspector writes:—

"Mymensingh here easily takes the lead. It abounds in good middle English schools, aided and unaided; in this respect no other district approaches it. The Jamalpur school is especially good. Sylhet appears more advanced than it really is; the bulk of the candidates come from two schools, the Zillah and the Ras Behari, the latter of which is also now of the higher class In no other district does a higher class school compete with middle schools at this examination. In Dacca the Manikganj schools come to the front, winning three out of the four scholarships. Furcedpore English schools have always been poor; they number 16, but only sent up two candidates. Many of them, I suspect, might profitably be converted into vernacular schools; at present the Bengali teaching suffers for the benefit of the few boys in each school who learn a smattering of English."

In aided schools of this class each pupil cost Rs. 10-9, of which the state paid Rs. 3-8.

Mr. Croft condemns the present distribution of money for scholarships amongst the different districts, as unjust to those which are most advanced and necessitating the award of scholarships to boys of low qualification who are not likely to derive much benefit from them, whilst boys who stand immeasurably above them are deprived of the opportunity of further developing the talents which they have shown that they possess. Under a more equitable system of distribution there would be room for giving every reasonable encouragement to backward districts, whilst applying a larger share to the proper object of all scholarships, viz., the enabling of picked boys to go on to the highest education we can give. The Commissioner expresses his general concurrence with this opinion, which is apparently held by all our educational authorities.

Higher English Schools.—There were 15 schools of this class with 3,526 pupils on the 31st March, viz., five Government schools with 1,680 boys, six aided schools with 589 boys, and four unaided schools with 1,257 boys. The result of the University Entrance Examination for candidates from these schools is given below:—

	Number of candidates.	Passed in—			Scholarships awarded
		First division.	Second division.	Third division.	
Government Schools	105	13	18	17	17
Aided " " ... " ..	25		...	1	...
Unaided "	128	1	3	7	1
Total ..	258	14	21	35	18

The single scholarship for the division which was not won by the Government schools was won by the Jagannath school in the town of Dacca. Comparing the success of the various schools the Inspector observes:—

"Of the Government schools, the Dacca collegiate is easily first. After the Hindu and Hare Schools in Calcutta, it stands above every other in Bengal and Upper India. Its classes contain 70 scholarship holders; one-third of its pupils come from outlying districts,

and it attracts the flower of eastern Bengal. Of the divisional zillah schools, Mymensingh takes the lead this year, clearly beating Burrisal, hitherto bracketed equal with it. Sylhet sent few candidates, but passed two in the first division; this school is steadily advancing. Fureedpore remains much the same as last year; higher English education is a plant of slow growth in this district, though its roots have firmly struck. Burrisal has, for the time, fallen to the level of Fureedpore.

"The private schools, three of which are in Dacca town, and the other, the Jenhavi school at Santosh, in Mymensingh, from various causes fared ill with one exception. They are all good schools, existing because there is a demand for them, and there is no reason to think their comparative failure other than temporary.

"Of the six aided schools, Kalipara, Teghuria, and Roail in Dacca district, and Basanda in Backergunge, passed no boys. They are, in fact, good middle schools, holding their heads somewhat higher than their neighbours, and costing the Government the same as middle schools of equal pretensions, or less."

Sanskrit is again assuming the position it formerly occupied in the zillah schools. Out of 90 boys in the Dacca Collegiate School, only six have chosen Bengali. At Mymensingh school, where Sanskrit was reported last year to have been discarded altogether, 152 boys, or practically all the upper classes, are now learning Sanskrit. Mr. Croft believes "the great majority of parents of the middling and upper classes prefer Sanskrit," and it is indispensable with all who seek to enter a college.

CHITTAGONG DIVISION.—The backwardness of the districts composing this division in middle and higher education is shown in the following table:—

DISTRICTS.	Primary stage.	Middle stage	Upper stage	PERCENTAGE.		
				Primary stage.	Middle stage	Upper stage
Chittagong	7,128	570	98	91½	7¼	1¼
Noakholly	5,329	348	50	93	6	1
Tipperah	8,767	418	65	94¾	4½	3¾
Total	21,224	1,336	213	93	6	1

The percentages for the Dacca division and Dacca district are:—

	Primary stage.	Middle stage	Upper stage.
Dacca division	87	11½	1½
„ district	85	12	3

The proportion of pupils to population being nearly the same in the two divisions, "these figures," the Inspector observes, "enable us exactly to compare the state of education in the two divisions. Pupils in the middle stage of education, that is, above the reading and writing stage and below the second class of an entrance school, are in fact, only half as abundant in Chittagong Division as in Dacca Division. In the upper stage the proportion rises, since higher schools are not dependent for their existence on the energy and advancement of the people."

Middle Vernacular Schools.—The schools of this class were 64 in number with 2,424 pupils, being a slight increase over the previous year, chiefly owing to the elevation of four circle schools from the lower to the middle class. The condition of these schools generally throughout the division was satisfactory; but in some there had been a falling off in pupils owing to the ruling of the High Court that vernacular scholarship certificates should no longer qualify for admission to the Pleadership Examination. I agree in the opinion expressed by the Inspector, "that we have no concern with a ruling of this kind, but to accept it and act accordingly."

Vernacular Scholarship Examination.—The following table gives the result of this examination for the last year:—

DISTRICTS.	Competing schools.	Candidates	PASSED IN—			Total.	Merit marks.
			First division.	Second division	Third division		
Chittagong	13	32	.	4	11	15	19
Noakholly .. .	15	42	1	6	15	22	30
Tipperah	16	64	1	11	34	46	59

Commenting on this result, the Inspector says:—"Tipperah and Noakholly are far ahead of Chittagong in the vernacular examination. In Tipperah, the number of pupils in the middle stage is small, but the schools have been vigorously worked for some years by an

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energetic Deputy Inspector. Chittagong shows poorly in this return; the aided schools, of which there are only three, drag a weary existence The circumstances of Chittagong are peculiarly unfortunate. Most of the aided schools of the middle class are English; it is found that only on condition of English being taught will the local magnates support the school. But these schools are in the main vernacular, and the vernacular teaching consequently suffers for the benefit of the few boys who learn English. The only remedy for the state of things is to help Chittagong district by liberal grant-in-aid funds; at present it has spent all the money at its disposal"

Middle English Schools.—There were 36 schools of this class with 1,662 pupils, of whom six were Christians, 1,106 Hindus, 508 Muhammadans, 41 Budhists, and one other. The result of the minor scholarship examination, by which these schools are tested, is given below:—

Districts.	Competing schools	Candidates	Passed in— First division	Second division	Third division	Total	Merit marks
Chittagong .. .	3	9	1	3	4	8	13
Noakholly .	3	11	.	2	4	6	8
Tipperah	6	25	6	7	7	20	39

From the excellence of its schools, Tipperah comes to the front in this examination. The district has four schools of this class of great merit, two of which are supported entirely by the well known zemindar, Babu Ananda Prasad Ráy, who is also a liberal supporter of primary schools. The Putteah school is the only really good school of this kind in Chittagong, and it receives the hearty support of the Magistrate as the nursery of school-masters and amlas. One of the three fair schools in Noakholly has lately been raised to the higher class with an increased grant, an experiment, in the opinion of the Inspector, "of doubtful value."

By the removal of algebra and euclid from the minor scholarship course, the winners of scholarships are now compelled to join the fourth class of an entrance school instead of the second. Being picked boys, however, they may be expected to work up to the entrance standard in three years; and practically they are allowed free tickets for one year if they reach the entrance class in two years. The rules require amending: so far, at least, as to require a minimum pass-mark in English as formerly, for it is impossible for a boy who has gained his scholarship by passing a good examination in the vernacular papers only, to make up any marked deficiency in English. The arithmetic of these schools is generally thought to have suffered from the abolition of algebra, but in this circle the results of the examination in arithmetic were particularly good.

Higher English Schools—While education of the lower and middle type in this division is satisfactory and progressive, higher education remains stationary. The statistics of the last entrance examination for the five schools of this class are given in the following table:—

Districts	Schools	Pupils	Passed in— First division	Second division	Third division	Total	Scholarships
Chittagong ..	Zillah, Government	206	.	2		2	2
	Albert, Private	199		1	...	1	
Noakholly	Zillah, Government .	125		1	1	2	2
Comillah .. .	Zillah, Government .	196	1	1	3	5	5
	Moghultali, Private	161					...

"The results," the Inspector says, "do not offer great cause for congratulation. Chittagong has fallen behind even the standard of last year, and is no way comparable to what it was in former years under the same head-master. For the sake of the middle English schools of Chittagong, it is much to be regretted that the zillah school is not in a better state. Dacca boys will go to Comillah readily enough, but they dread Chittagong, and it is difficult to get foreign teachers of a high class The discipline of the Comillah Zillah School has been much complained of: that the head-master (about whose ability there is no question) has been to blame for this, is strenuously denied by himself He has now been transferred to an important post in the Dacca Collegiate School, and his place has been supplied by the head-master of the Noakholly School, who has proved a successful teacher." In Noakholly School the fees have been lowered, with the effect of largely increasing its numbers. One of the unaided schools passed a boy at the entrance examination; but then most useful function is to keep the Government schools up to the mark by a healthy competition.

There was no survey teaching in the Chittagong School during last year other than by the masters, and yet nine boys out of ten passed the preliminary survey examination. This fact shows that the survey-teaching as now prescribed for future examinations can be carried on efficiently by the ordinary staff. The present arrangements for teaching surveying in the schools of the division are rather complicated, and now that Sylhet has been transferred to Assam, the Inspector suggests that the three survey teachers should be disposed of as follows:—one teacher for Chittagong and Noakholly; one for Comillah and Mymensingh; and one for Burrisal and Fureedpore. If, under the altered course laid down by the University for the entrance examination, survey teachers are to be retained at all, no better arrangements than those proposed by the Inspector could be made.

PATNA DIVISION.—*Middle Vernacular Schools.*—The schools of this class in the Patna Division consisted of 45 Government schools with 2,038 pupils, five aided schools with 266 pupils, and 30 unaided schools with 1,238 pupils, or a total of 80 schools with 3,542 pupils: of whom 2,835 were Hindus, 706 Muhammadans, and one Christian.

Classified according to social position the boys in these schools were composed of 2,103 belonging to the lower classes, 1,400 to the middle, and 39 to the higher classes.

Two aided schools were kept up by the Behar Scientific Society: one at Mozufferpore and one at Gya. The Society's School at Chupra was closed for want of funds, but it has again been re-opened as an aided school. Of the seven unaided schools in Shahabad, four were maintained by the Rajah of Dumraon, and three by the liberal-minded firm of Messrs. Burrows, Thomson, and Mylne, "who are prepared to establish more schools of this class if those already opened should prove successful." One of the best schools of this class in Behar was that at Daudnagar under Pandit Debi Dyal, who has lately been appointed to the head-mastership of the Dehri School. On the qualifications of the pandit, the Inspector, Dr. Fallon, writes:—

"Pandit Debi Dyal is a man who *reads* as very few natives do. He continues his ingenious mechanical contrivances for the benefit of the school. He had made models (some of them working models) of the illustrations of apparatus and experiments given in "Basbidya," an elementary popular work on pneumatics, by Rai Sohan Lal, head-master, Patna Normal School, in order, as he said, to enable the boys thoroughly to understand the subject. And the most noteworthy fact is that he makes his models with the commonest materials—as clay, pith, bamboo-slips and wood, talc (for glass), paper boards, &c."

The Inspector is of opinion that vernacular education has received a severe check by the action of the High Court in refusing any longer to recognize the vernacular scholarship certificate as a qualification for admission to the Pleadership Examination. "In all other countries," he says, "the passport to the bar is a liberal education, not a smattering of a foreign tongue. There is an obvious inconsistency between all that is written about the encouragement of vernacular education and the vernacular language and literature, on the one hand, and on the other, the hard and fast rules which confine the avenues to the higher official appointments and the learned professions exclusively to English scholars."

Vernacular Scholarship Examination.—The examination in the Patna district was quashed, as the question-papers had been stolen. From the other districts of the division, 394 boys succeeded in passing the examination: of whom 46 were placed in the first division, 166 in the second, and 182 in the third. Besides these, 199 passed for certificates only.

Middle English Schools.—The schools of this class were, one Government with 120 pupils, 20 aided with 903 pupils, and four unaided with 423 pupils: or an aggregate of 25 schools with 1,446 pupils: of whom 1,256 were Hindus, 189 Muhammadans, and one Christian. The returns as to the social position of boys in attendance at these schools are imperfect; but as regards 1,326 of them, they show that 36 belonged to the upper classes, 816 to the middle, and 474 to the lower. The best school in the division of this class was the "cheap English school" at Bankipore; next in order of merit were the Raj Durbanga School, Dinapur, and Jugdispur schools. In the opinion of the Inspector, the usefulness of the middle schools has been impaired generally by the abolition of Persian with Urdu, or Hindustani; and the attendance at these schools has also fallen off. On this question the Inspector remarks:—"A knowledge of Persian is esteemed an elegant accomplishment, as necessary as Latin to the education of a gentleman. And Persian with Urdu—not Hindi—Muhammadans and Kaiths *will* have so long as Persian and Arabic-ridden Hindustani continues the language of the courts and official correspondence. As for the partial supersession of Urdu by Hindi in the courts, the ministerial agency have frustrated the intention of the order in this instance as they did before, when the use of Persian was interdicted. The amlah threw in a few particles and verbal forms into the same Persian language and Arabic forms which they used before, and called it Urdu or vernacular. So now also, as the vice-president of the district committee of Monghyr writes, only the character has been changed; but the language is still the same artificial jargon, which is not the vernacular of the country."

To remedy the state of things, brought about by enjoining the teaching of Hindi in the Behar schools, the Magistrate of Tirhoot suggests a compromise. He says:—

"In my opinion the best remedy will be found in a compromise, by the teaching of pure Urdu—which has now become a language, whatever its origin may have been—in all schools;

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a language sufficiently like the Persian to ultimately supersede it, and at the same time one which is understood, if not spoken, by the majority of the population of Behar."

Minor Scholarship Examination.—Twenty pupils succeeded in passing this examination, six being placed in the second division, and 14 in the third Of these, 15 came from Tirhoot, one from Shahabad, and one from Sarun; none of the boys from the schools in Gya and Chumparun were successful.

Higher English Schools.—The schools of this class consisted of six Government schools with 1,445 pupils, one aided with 120 pupils, and one unaided with 59 pupils, or a total of eight schools with 1,624 pupils: of whom 1,279 were Hindus, 314 Muhammadans, 26 Christians, and five others. The classified return of pupils at the Government and aided schools according to social position shows that 103 belonged to the upper classes, 1,307 to the middle, and 154 to the lower. The result of the University Entrance Examination for the schools in this division was most disastrous, only 24 having passed in all The Patna Collegiate School sent up 41 candidates, and only passed four; and the following is the explanation of the principal:—

"The class, which contained at the outset more than its fair share of dull boys, had its number doubled by the admission of outsiders, who were anxious to *try their luck* at the examination of 1873, as being the last at which the questions in English were to be taken from prescribed text-books. As might be expected, these were lads of irregular and otherwise defective training, whose attainments generally were below the standard of the highest class. It was a further disadvantage that the master of the class was changed about the middle of the session, and that the course of study was extended by the addition of surveying, drawing, and physical geography. With a view to prevent, as far as possible, such a failure again occurring, monthly examinations have been instituted for testing the progress of the four senior school classes."

The University regulations empower the Principal to refuse certificates for admission to the examination to all candidates who are known to be unfit to go up, and it would have been better had this power been exercised. Some of the zillah schools acquitted themselves fairly well, thus—Sarun school passed six out of 12 candidates, and Gya school six out of 14.

BHAGULPORE DIVISION.—*Middle Vernacular Schools.*—There were 22 Government schools of this class in this division with 973 pupils, and one unaided school with 50 pupils, or a total of 1,023 pupils: of whom 751 were Hindus and 272 Muhammadans. The district of Monghyr contained nine of the Government schools attended by 343 boys, as also, the single unaided school—the Jallahabad Madrassa—with 50 boys; Bhagulpore contained seven schools with 400 boys, Purneah four with 169 boys; and the Sonthal Pergunnahs two with 61 boys.

All the schools were considered by the Inspector to have declined in efficiency and popularity since the introduction of the present scholarship course.

Vernacular Scholarship Examination.—For the first time every school in the district of Monghyr sent up candidates to this examination. The result of the examination for each district is subjoined:—

	Passed in—		
	First division.	Second division	Third division
Bhagulpore	28	52	17
Monghyr	12	26	26
Purneah	6	7	3
Sonthal Pergunnahs	0	2	1

Middle English Schools.—Of these schools, there were 12 aided with 512 pupils, and four unaided with 188 pupils, or a total of 16 schools attended by 700 boys: of whom 525 were Hindus, 125 Muhammadans, and 50 Christians. A classification of the boys in attendance at these schools show that seven belonged to the upper classes, 377 to the middle, and 316 to the lower. These schools are said by the Inspector to be under the management of ill paid and incompetent masters generally; and under such circumstances their condition can hardly but be most unsatisfactory. The divisional report, however, deals with all the middle schools in such a meagre way that it is difficult to form any definite opinion as to their actual condition The number of candidates that appeared for minor scholarships is not given, but it would appear that 17 were successful, two being placed in the second division and 15 in the third Of these, eight went up from the seven schools of this class in the district of Bhagulpore, seven from the three schools in the Sonthal Pergunnahs, one from the four schools in Purneah, and one from the two schools in the district of Monghyr

Higher English Schools.—The schools of this class consisted of four Government schools with 732 pupils, two aided schools with 130 pupils, and two unaided with 83 pupils, or a total of eight schools with 945 pupils: of whom 755 were Hindus, 169 Muhammadans, 18 Christians, and three others

These schools only succeeded in passing 11 candidates at the University Entrance Examination, and of these seven came from the Government School at Bhagulpore, two from the Monghyr Government School, one from the Deoghur school, and one from the aided School at Pakaur. The Bhagulpore School had 397 pupils on its rolls at the end of the year, and the proportion of Hindustanis to Bengalis is steadily increasing; in the year under report there

were 276 Hindustanis to 118 Bengalis, and of the entire number on the rolls 80 were Muhammadans.

ORISSA DIVISION.—*Middle Vernacular Schools.*—There has been an addition of one to the number of schools of this class during the year. The schools and pupils as they stood on 31st March are as follows:—

	Schools.	Pupils.
Cuttack	10	412
Balasore	12	509
Pooree	10	292

There was a slight increase in the number of pupils and a satisfactory proportionate increase in the average daily attendance. On the character of the instruction given in these schools the Joint-Inspector remarks:—

"I wish I could record an equally satisfactory progress in the instruction given in them, but from the disregard of duty of some teachers, and the inefficiency of others, no perceptible improvement has been made. I have frequently remonstrated with managers and have directed the attention of committees to the prevailing evils, but for some reason or other they persist in retaining these men in office. They perhaps experience a difficulty in getting good masters, and I despair of effecting any material improvement in middle vernacular instruction until some practical means are employed for improving the teaching of the students in our normal schools. Normal students should be frequently employed in teaching in a model school, under the superintendence and guidance of an experienced master, whose sole duty should be to look after them."

The Inspector, Mr. Hopkins, does not endorse these strictures entirely. Some of the middle schools in Balasore and Pooree are, in his opinion, by no means despicable institutions.

The following table gives a classification of these schools and of the pupils attending them:—

	Number of Schools.	Pupils.	Hindus.	Muhammadans.	Christians.
Government Schools	14	496	480	16	0
Aided "	18	717	597	94	26
Unaided "	1	43	43	0	0

The majority of the pupils belong to the middle classes. The expenditure in the Government schools was Rs. 3,597, of which the State contributed Rs. 3,309. The Joint-Inspector in noticing the disproportionate expenditure of the State says:—

"I am of opinion that the time has arrived when a higher rate of fee might be charged in our middle vernacular schools. If we compare the fee charged in these schools with what I have shown to be the ordinary fee charged in private pathsalas, the comparison will appear absurd. The fee charged for the higher education is not more than half what is charged for the lower aided middle vernacular schools." Commenting on this opinion of the Joint-Inspector, Mr. Hopkins remarks:—

"The subject of fees in Orissa is a difficult one. Though abadhans manage to collect a fair income, I think they are considered village institutions to whom certain perquisites are due according to custom; it is different with the masters of middle schools who are generally strangers. The fee income is ridiculously small."

The expenditure by the State upon the aided schools was Rs. 2,352, and from private sources Rs. 2,872, of which Rs. 845 consisted of fees, a much larger sum than is collected in the Government schools of this class. Exactly the reverse might have been expected, and I think the scale of fees in the Government schools should be revised.

Vernacular Scholarship Examination.—The number of candidates at this examination was 82, against 89 in the previous year, and the number passed was 46, against 71. Of the 46 passed candidates, five were placed in the first division, 16 in the second, and 25 in the third, and upon this result 14 scholarships were awarded. Whilst the number of candidates in the two years was very nearly the same, there is a great falling off in the number of passed candidates. The Joint-Inspector is unable to account for this, but thinks "this year's result is a closer approximation to the true state of vernacular education in the province than last year's could have been."

The candidates from the aided schools are not shown separately in the tabular statement of the result of the examination, so that no comparison can be drawn between the teaching in these schools and that in Government schools. Such a comparison would have helped in the solution of the fee question.

Middle English Schools.—There were only 13 schools of this class in Orissa, all of which were aided, and contained in the aggregate 812 pupils. Of these, nine schools with 649 pupils were in the Cuttack district; two schools with 109 pupils in the Balasore district; and two with 54 pupils in the Pooree district. The pupils consisted of 496 Hindus, 86 Muhammadans, and 228 Christians. The amount spent on these schools was Rs. 12,624, of which the State contributed Rs. 4,365.

Minor Scholarship Examination.—For this examination there were 26 candidates, against nine in the previous year, of whom 19 were passed, against seven in the previous year. Upon the result of the examination five scholarships and three free tickets were awarded. These figures show that middle class English education has made fair progress in this division during the year.

SECONDARY INSTRUCTION

Higher English Schools.—The schools of this class still consist only of the Cuttack High School, the Zillah Schools at Balasore and Pooree, and the Jesuit Missionary School at Balasore. Mr. Hopkins observes that these schools "do not succeed as well as they should; an element of race antipathy, as well as of jealousy, between teachers and pupils has been introduced, which the committees seem inclined to foster rather than discountenance."

The statistics of the schools on 31st March as regards number of pupils and creed are as follows:—

	Number of pupils	Hindus	Muhammadans.	Christians
Cuttack High School—School Department ...	216	193	11	12
Balasore School	136	132	4	0
Pooree "	116	114	2	0
St. Joseph's "	104	51	22	31

The number of boys on the rolls of the High School at the same date in the previous year was 191, and during the current season there has been an accession of numbers since the 31st March. These indications of a growing desire on the part of the Uriyas to avail themselves of higher class education are satisfactory.

Junior Scholarship Examination.—The number of candidates sent up to the Entrance Examination was 19, of which the High School contributed 12, the Balasore School four, and the Pooree School three. There were 13 candidates passed, of whom three were placed in the first division, five in the second, and seven in the third. The number of candidates in the previous year was 15, of whom 11 passed. The result was creditable to the schools. Upon the result of the examination seven junior scholarships of the second grade and four of the third grade were awarded.

CHOTA NAGPORE.—*Middle Schools.*—The middle vernacular schools in Chota Nagpore were 44 in number at the close of the year: consisting of 13 Government, 13 aided, and 18 unaided schools under inspection, and they were attended by 1,949 pupils: of whom 157 were Christians, 1,119 Hindus, 132 Muhammadans, 472 Kols, and 69 others.

There were also 17 middle English schools, consisting of one Government, one unaided, and 15 aided schools. These were attended by 962 pupils, of whom 288 were Christians, 611 Hindus, 42 Muhammadans, 12 Kols and others.

The Government model schools, of which there are two or three in each district, have assignments of Rs. 20 to Rs. 25 each a month, and were intended to work as pioneer schools, teaching the middle vernacular course. In this respect they seem to have failed, the standard being too high, and the pandits themselves (Gya Hindi pandits, unable to get employment in their own country) hardly qualified to teach the standard they profess. Nevertheless, the Inspector writes:—"Secondary education is so poorly supported in Chota Nagpore, that I should not propose to abolish these schools or alter their establishments; I should rather hope, in a few years, when our normal schools have got fairly to work, to be able to put picked pandits in charge of these schools: and I should then expect them to work very differently, as for instance, the Chyebassa Station School of this class does already

On the Mission schools, the Inspector remarks:—"The Mission station schools work as a part of the whole Missionary system; in Chota Nagpore the plan of both the Berlin and Anglican Missions is to bring up as large a number of children as possible to the head-quarter school, but not to aim at a very high standard of education with the mass of these children. On the contrary, all (but a few selected to go on) are returned to their parents and villages at about 14 years of age. The missionaries hope by this plan to spread civilization more widely than by highly educating a much smaller number of children.

"The missionaries devote themselves to what are called the aboriginal tribes who speak languages that have not yet been reduced on paper, or at all events that the Missions are only beginning now to get down on paper. These aboriginal children know also a little Hindi, but not very much; and when they are brought to school they have to begin their A B C, in what is not their mother tongue, viz., in Hindi. It is only after several years spent in acquiring Hindi that they can commence English—another language remote from Hindi as from Mundari, and in an entirely new character. It is the necessity of this intermediate step in Hindi that keeps down the real standard of education in the Chota Nagpore Mission Schools In the Khasi Mission Schools the youngest children begin Khasi and English at the same time, in *the same character.*"

The Deputy Inspector of Lohardugga would like to see the missionaries modify their system so far as to enable their boys to compete for minor and vernacular scholarships "But," as the Inspector very properly observes, "the foundation of the grant-in-aid principle is that Government shall not prescribe the exact form of every school in the country; the school managers are to be allowed the utmost freedom in the conduct of their own schools, and the only condition of a Government grant-in-aid is that the elements of a sound education shall be given; anything additional that the managers please may be also taught. The Chota Nagpore Missions have been eminently successful with the aboriginal tribes, and must certainly be left to judge for themselves how far it suits their purpose to follow the Government school courses."

There are but few aided middle schools, and none of them receive any support or encouragement from the natives of the province. They are managed mostly by missionaries and Government officers, and the province has derived great benefit from them.

Higher English Schools.—The three zillah schools, and the aided school at Pandua, were the only schools of this class in the province. They were attended by 399 pupils, of whom seven were Christians, 353 Hindus, 32 Muhammadans, five Kols, and one other. SECONDARY INSTRUCTION.

The Government assignment to the Hazareebagh and Chyebassa schools was reduced this year, but the district committees strongly protest against the reduction of the standard of the schools which was ordered at the same time. The Inspector concurs with the committees in thinking that they should be allowed to teach the highest standard they think practicable and advisable; and there would seem to be no reason for refusing them permission to keep the best schools they can with the means at their disposal. The Inspector observes:—"The keeping of one Higher English School in these remoter districts is essential. If Government were to stop altogether the Baraset School, or any other central district school, most of the boys could read in other schools of the same district, or would be willing to migrate to a neighbouring district to read: our whole system of education for the district would not be broken down. But in Singbhoom there is no other higher English school in the district for the boys to have recourse to, and they generally decline to migrate to other districts. Hence the degradation of the Chyebassa school has practically abolished all the minor and vernacular scholarships allotted to the district. *Every boy has thrown up his scholarship.*"

I quite agree in the Inspector's view, which is also that of the Commissioner, and district officers.

SUPERIOR INSTRUCTION.—Within the present limits of Bengal there are now 10 Government colleges and high schools which prepare matriculated students for the University examinations in Arts. The number of these institutions included in the returns of 1872-73 was the same, but the new high school at Rampore Bauleah is this year added to the list, while the high school at Gowhatti has disappeared from it in consequence of the severance of Assam from the Lieutenant-Governorship of Bengal. The course of instruction at six of these institutions is limited to the subjects laid down for the First Examination in Arts; and four colleges only, viz., the Presidency College and the colleges at Hooghly, Dacca, and Patna, are at present allowed to prepare candidates for the final examinations for the degrees in Arts. SUPERIOR INSTRUCTION.

There has been a further fall in the attendance at these institutions, the number of their pupils at the end of the year being returned at 803 against 854 at the same date in the year preceding.

The aided colleges are five in number as before, but in these also the attendance has fallen off from 305 pupils on 31st March 1873 to 280 on 31st March 1874. Thus, on the whole, there is a loss of 76 undergraduate students, the Government colleges losing 51 and the aided colleges 25. The loss is 6 per cent. in the Government colleges and 8 per cent. in the aided colleges. These losses are, however, explained and more than counterbalanced by the great accession of undergraduate students in the Medical College and the Civil Engineering Department of the Presidency College, where the attendance has increased by 11,624 in the medical classes and 92 in the engineering classes. The new Civil Service classes are also very full, their pupils having increased from 117 to 203, many of these being undergraduates of the University, who would naturally have been prosecuting their studies for the University degrees had it not been for the attractions of this new department, which seems to offer them a shorter and easier road to employment in the service of the State.

The following tables give the statistics of attendance and expenditure in the general colleges, both Government and aided:—

Statement of Attendance in the Colleges for General Education.

Colleges—General	Monthly fee	Number on the rolls at the end of the year				
		1870	1871	1872	1873	1874
Government—	Rs					
Presidency College	12	397	405	412	385	353
Sanskrit "	5	29	26	23	26	26
Hooghly "	5	144	152	142	120	93
Dacca "	5	117	112	102	124	116
Krishnaghur "	5	127	116	96	52	46
Berhampore "	5	56	41	21	24	20
Patna "	5	65	84	79*	97†	92
Cuttack High School	3	22	22	19	14	17
Midnapore High "	5	.	.			13
Bauleah High "	3					27
Total	..	957	958	924	854	803
Aided—						
St Xavier's College	5	32	36	36	31	39
Free Church "	5	103	120	107	108	74
General Assembly's "	5	86	62	89	74	80
Cathedral Mission "	5	148	131	93	74	60
London Mission College, Bhowanipore	5	44	45	32	18	27
Total	.	413	394	357	305	280
Grand Total		1,370	1,352	1,281	1,159	1,083

* Inclusive of four out-students † Inclusive of seven out-students

SUPERIOR INSTRUCTION.

Statement of Expenditure in the Colleges for General Education.

Colleges—General.	Average daily attendance.	Expenditure in 1873-74.			Cost per annum of each student.		
		From State funds.	From fees, &c.	Total.	From State funds.	From fees, &c.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government—							
Presidency College	318	66,865	49,052	1,15,917	210	154	364
Sanskrit "	24	12,230	1,023	13,253	509½	42½	552
Hooghly "	74	1,965	38,596	40,561	26½	521½	548
Dacca "	97	23,483	7,386	30,869	242	76	318
Krishnaghur "	38	18,862	2,719	21,581	496	71	567
Berhampore "	17	18,751	1,182	19,933	1,103	69	1,172
Patna College "	66	32,860	5,230	38,090	498	79	577
Cuttack High School...	12	4,805	652	5,547	408	54	462
Midnapore High "	8	.....	2,606	2,606	.....	325	325
Bauleah High "	15	.....	5,557	5,557	.....	370	370
Total ...	669	1,79,911	1,14,003	2,93,914	269	170	439
Aided—							
St. Xavier's College, Calcutta	30	3,600	14,172	17,772	120	472	592
Free Church College, Calcutta	80	5,060	17,380	22,440	63	217	280
General Assembly's College, Calcutta ...	62	4,200	10,622	14,822	68	171	239
Cathedral Mission College, Calcutta ...	50	6,750	24,050	30,800	138	481	619
London Mission College, Bhowanipore ...	23	2,288	9,900	12,188	99	430	529
Total ...	245	21,898	76,124	98,022	89	311	400
Grand Total ...	914	2,01,809	1,90,127	3,91,936	220½	207½	428

First Arts Examination.—The first public examination of undergraduate students takes place two years after matriculation, and is called the First Examination in Arts.

For the First Arts Examination of December 1873 the number of candidates on the register was 539 against 560 in December 1872. Of those, 305 passed—40 in the first division, 135 in the second, and 130 in the third; 221 failed, 11 were absent, and two were expelled from examination.

The candidates from Bengal numbered 418 against 463 in 1872, and 226 passed, viz., 27 in the first division, 95 in the second, and 104 in the third.

The successful candidates were distributed as shown below :—

First Arts Examination, December 1873.

Colleges.	Candidates.	Number passed in the			
		First division.	Second division.	Third division.	Total.
Government Colleges—					
Presidency College	151	17	43	34	94
Sanskrit "	10	1	1	4	6
Hooghly "	27	3	3	6	12
Dacca "	43	.....	8	9	17
Krishnaghur "	26	1	3	2	6
Berhampore "	10	.....	1	3	4
Patna "	33	1	9	8	18
Cuttack High School	2	.....	.....	1	1
Gowhatty High "	1	.....	.....	.....	.....
Aided Colleges—					
General Assembly's College	18	1	2	8	11
Free Church "	37	.....	6	9	15
Cathedral Mission "	19	1	3	5	9
St. Xavier's "	7	.....	2	3	5
London Mission College, Bhowanipore	7	2	2	3	7
Unaided Colleges—					
La Martiniere College	4	.....	3	.....	3
Serampore "	4	.....	.....	3	3
Ex-Students and Teachers	19	.....	9	6	15
Total	418	27	95	104	226

Of the 418 candidates, 383 were Hindus (including 19 Brahmists and 15 Theists and Deists), 22 Muhammadans, and 13 Christians.

The list of passed candidates contains 205 Hindus (with 11 Brahmists and nine Theists and Deists), 11 Muhammadans, and 10 Christians.

The languages taken up besides English were Sanskrit, Arabic, Persian, and Latin—391 candidates taking Sanskrit, 15 Arabic, four Persian, and eight Latin.

Under the revised regulations which have now come into force chemistry is allowed to be taken up as an alternative subject with psychology, and at this examination 77 Bengal candidates selected chemistry and 341 psychology.

The failures were: 114 in English, or 27·2 per cent. of the candidates on the register; 108 in the second language, or 25·8 per cent; 82 in mathematics, or 19·6 per cent; 41 in history, or 9·8 per cent; 55 in psychology or chemistry and logic, or 13·1 per cent.

The award of the 50 senior scholarships annually available was determined as usual by the results of this examination, one extra scholarship being given this year, which raised the number to 51.

The distribution list is given below:—

Senior Scholarships, 1874.

Colleges.	First grade, Rs. 25 a month.	Second grade, Rs 20 a month.
GOVERNMENT COLLEGES—		
Presidency College	7	17
Sanskrit "		1
Hooghly "	1	3
Krishnaghur "	1	1
Berhampore "	...	1
Dacca "		6
Patna "	...	6
Cuttack High School		1
AIDED COLLEGES—		
Free Church College	...	1
Cathedral Mission "	..	1
London Mission "	1	2
UNAIDED COLLEGE—		
La Martiniere College ...		1
	10	41

Thirty-one of the scholars elected to hold their scholarships in the Presidency College, seven in the Dacca College, four in the Hooghly College, four in the Patna College, one in St. Xavier's College, one in La Martiniere College, and one in the Cathedral Mission College. Two others joined professional colleges—one the Medical College and one the Civil Engineering Department of the Presidency College.

Of the 49 scholars who joined colleges for general education, 18 have selected the A or literature course for the B A. degree, and 31 the B or science course.

The rules require that one-half the scholarship-holders of the second grade must take up the B course; but at the last election a much larger proportion of the scholars selected this course voluntarily, and there is little doubt that in future it will generally be preferred to the A course in all colleges where suitable provision is made for it.

The four University Duff scholarships of Rs. 15 a month were awarded as follows:—

The two open scholarships for proficiency in languages and mathematics at the First Arts Examination were gained by Adharlal Sen of the Presidency College, and Bipin Vihari Gupta of the Hooghly College

The scholarship restricted to a student of the Free Church College for proficiency in all subjects was gained by Manilal Set; and the scholarship restricted to Europeans and Eurasians by E. Ewing, of La Martiniere College.

B.A. Examination—At the final examination for the degree of B.A. in January 1874 212 candidates presented themselves against 242 in 1873, and of these 92 passed, 113 failed, and seven were absent

Bengal contributed 180 candidates, being less by 27 than the number of the previous year, of whom 175 are Hindus (inclusive of 18 Brahmists and 12 Theists and Deists), two are Muhammadans, and three Christians.

The class list shows only 77 successful candidates—10 in the first division, 45 in the second, and 22 in the third, of whom 75 are Hindus, one a Muhammadan, and one a Christian.

The distribution list follows.

B.A. Examination, January 1874.

Colleges	Candidates.	Number passed in the			
		First class	Second class.	Third class.	Total
GOVERNMENT—					
Presidency College .. .	72	8	23	5	36
Hooghly " ..	14	...	6	.	6
Dacca " . ..	11	.	3	1	4
Patna "	7		3	.....	3
AIDED—					
Free Church College, Calcutta	17	. ...	3	5	8
General Assembly's College, Calcutta .	24	1	3	6	10
Cathedral Mission College, Calcutta	20	1	2	3	6
UNAIDED—					
Doveton College .. .	1			...	...
Ex-Students' and Teachers'	14	. ..	2	2	4
Total .	180	10	45	22	77

SUPERIOR INSTRUCTION

The failures were in English 46, in the classical language 40, in history 15, in mathematics 77, in philosophy 28, and in the alternative subjects 26.

Sanskrit was taken up by 174 candidates, Arabic by five, and Latin by one.

The Eshan scholarship of Rs. 600 per annum for the Hindu candidate who stands first in the B.A list in order of merit was awarded to Prasanna Kumar Lahiri of the Presidency College.

M.A. Examination.—There were 42 candidates for honors in Arts, of whom 36 belonged to Bengal. Of these 19 passed—two being placed in the first class, ten in the second class, and seven in the third class.

One of the candidates who passed in the first class obtained honors in English, the other in Sanskrit.

Of those in the second class, two passed in English, one in Sanskrit, two in history, two in mathématics, one in natural and physical science, and two in mental and moral philosophy. The third class candidates passed three in English, one in history, one in natural and physical science, and two in mental and moral philosophy.

For the ordinary M.A. degree there were 15 candidates, all belonging to Bengal, of whom nine passed—two in English, one in Sanskrit, one in Arabic, four in history, and one in mathematics.

The distribution lists are given below.

M.A. Examination, January 1874.

HONORS IN ARTS.

Colleges	Number of candidates.	Number passed in			
		First class.	Second class.	Third class.	Total
Presidency College	23	1	6	4	11
Sanskrit "	2	1	1		2
Dacca "	4	.....	1	.	1
General Assembly's " .	3	.....	1	1	2
Free Church "	1	.....	1	.. ...	1
Cathedral Mission " ...	1	. . .	. .	1	1
Teachers'	2	. ...	.... .	1	1
Total .	36	2	10	7	19

ORDINARY DEGREE.

Colleges.	Number of candidates.	Number passed.
Presidency College	3	2
Sanskrit " ...	1	1
Hooghly " .	1	1
Dacca "	2	...
General Assembly's "	1	...
Free Church "	5	3
Teachers'...	2	2
Total ...	15	9

The examination for the Prem Chand studentship of Rs. 1,800 per annum for five years resulted in the election of Bihari Lal Banurji, M.A., of the Presidency College, who took up history and pure and mixed mathematics. He also obtained the Mouat gold medal, which is annually awarded to the candidate who gains the scholarship.

COLLEGE REPORTS.—The following summaries are taken from the annual reports submitted by the heads of colleges for the general departments affiliated to the University in the Faculty of Arts and the Civil Service classes which are in some cases attached to them.

PRESIDENCY COLLEGE.—The new building for the Presidency College has been completed, and was opened on the last day of the official year by Sir George Campbell in the presence of His Excellency the Viceroy. On this important and interesting event the Principal writes :—

"For twenty years the work of the college has been carried on under disadvantages which those only can fully appreciate whose duties required daily attendance in rooms miserably small and ill-adapted for classes of any kind in a Bengal climate. The third and fourth year classes of the general department and all the engineering classes were transferred to the new building immediately after the opening ceremony, and the sensible relief which the spacious class-rooms afford is spoken of gratefully both by professors and students. Before the end of April all the classes will be located in the new building, and it is satisfactory to be able to say that not only is there ample accommodation for all departments of the college

as they now exist, but that there is room to spare for a very large extension. The liberality of the Government in everything connected with the building has been unbounded, and the wish expressed by the founder, that the college should have a fitting edifice built for the accommodation of its students, has been most completely fulfilled. For the deep personal interest which the late Lieutenant-Governor took in the erection of the building, I desire to place on record my warmest acknowledgments, and I trust that the future career of the college will fulfil the expectations announced in His Honor's address at the opening ceremony."

The following table shows the number of students on the rolls of the general department on the 31st March for the last four years :—

Classes	1871.		1872.		1873.		1874.	
	Regular students	Out-students.	Regular students.	Out-students.	Regular students	Out-students.	Regular students.	Out-students.
Honor class	14		16		16		17	1
Fourth year "	78		84		60		66	
Third year "	53		53		68		84	9
Second year "	140	2	169		155		117	4
First year "	116	2	120		86		60	
Total	401	4	442		385		353	14

Of the regular students on the rolls at the end of the last year, 345 were Hindus, seven Muhammadans, and one a Christian. The return of social position shows that 49 belong to the higher classes of society and 304 to the middle classes.

On the decline in the number of students the Principal remarks :—

" There is again a falling off in the number of admissions to the first year class, due, in the main, to the same causes as those assigned for the decrease in 1873, viz., the higher fee levied from junior scholars and the attractions of the Engineering Department. In 1873 the admissions to the first year class were less by 34 than in 1872, whilst the admissions to the first year class of the Engineering Department were 60 in excess of those for 1872, and I expect again to form a large first year class on the opening of the new Engineering Session in June."

* * * * * * * *

" The decrease in the strength of the second year class is a direct consequence of the fewer admissions to the first year class of the previous session."

Of the 13 out-students in the second and third year classes, 12 belong to the Cathedral Mission College and attend the lectures in chemistry and physics only under the arrangements sanctioned by Government, as recorded in the last report.

Full provision is now made in the Presidency College for the alternative science course of the University, which proves to be highly attractive. A very large proportion of the First Arts candidates of 1874 have elected to take up chemistry instead of psychology. Out of 117 students, 83 have chosen chemistry, and, of the 34 who have chosen psychology, 21 are plucked candidates who had taken up psychology at a former examination. In the third year class, again, 60 students out of 84 have taken up the science course for the B A degree, and in the fourth year class 48 students out of 66 are preparing to pass in the same course. Thus out of 267 students who have had to choose between the literature and the science courses, 191 have chosen the science course.

The following is the Principal's report of the results of the public examinations of the year :—

" From the second year class 151 candidates went up to the First Examination in Arts. Of these, five were obliged to be absent from the examination owing to sickness, two were expelled for resorting to unfair means to pass, and 94 were passed. Of the successful candidates, 17 were placed in the first class, 43 in the second, and 34 in the third. The result of this examination was very satisfactory. Of the plucked candidates, 27 failed in English, 32 in the second language, 18 in history, 23 in mathematics, and 19 in the optional subject and logic. Upon the result of this examination, seven senior scholarships of the first grade and 17 of the second grade were awarded to students of this College.

" The Duff University Scholarship for proficiency in languages was awarded to Adharlal Sen of this College, and the Gwalior medal was gained by Triguna Charan Sen."

* * * * * * * *

" From the fourth year class, 72 candidates went up to the B.A. examination, of whom eight passed in the first class, 23 in the second, five in the third, and four were absent Of the candidates who failed, 18 were rejected in English, 15 in the second language, five in history, 27 in mathematics, ten in philosophy, and six in the optional subjects. The percentage of passed candidates from this college was 50, the percentage for the entire examination being 43.

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"Upon the result of this examination the following graduates were elected foundation-scholars, and they are reading for honors in the subjects mentioned opposite their names:—

1.	Ramlal Datta ...	Burdwan scholar ...	English.
2.	Narendra Nath Sarkar ..	Dwarkanath Tagore scholar ...	Mathematics.
3.	Tara Prasanna Sen ...	Bird scholar	Ditto.
4.	Navin Chandra Das ..	Ryan scholar	History and Political Economy.
5.	Ramnarayan Datta ..	Hindu College scholar ...	Mathematics.
6.	Roma Prasanna Ghosh ..	Ditto	Ditto.
7.	Adityа Charan Sen ...	Ditto	Ditto.

The Laha scholarships in physical science and Sanskrit were awarded to Barada Prasad Ghosh and Makunda Chandra Bhattacharya, and the latter has joined the honor class in the Sanskrit College.

"The Eshan and Vizianagram University scholarships, and the Radha Kant medal for proficiency in Sanskrit, were awarded to Prasanna Kumar Lahiri of this College; and the examination for a studentship on the foundation of Prem Chand Roy Chand resulted in the election of Behari Lal Banurji, M A., of this College, who took up history and mathematics, pure and mixed.

"All the University scholarships of the year which were open to free competition were, with one exception, gained by students of this College.

"There were 23 candidates for honors in Arts, and 11 were successful. The class attained, and the subjects taken up, are shown in the following table:—

Class in which passed.	Names.	Subject
I.	Kedar Nath Bandyapadhyay	English.
III.	Tej Chandra Mukhapadhyay	"
II.	Bepin Behari Mukhapadhyay	"
III.	Hara Vilas Mukhapadhyay	"
II.	Sidheswar Sarkar	"
III.	Sarat Chandra Mukhapadhyay	"
II.	Asotosh Biswas	History
II.	Babu Ram Chattopadhyay	Mathematics.
II.	Gopal Chandra Ráy	"
II.	Bhagavati Chandra Rudra	Physical Science.
III.	Ganendralal Ráy	"

"Three graduates went up to the M.A. examination and two were successful—one in English and the other in history."

HOOGHLY COLLEGE.—The number of students on the rolls on 31st March during the last three years is shown in the following tables:—

	1872.	1873.	1874.
Honor class	1	1	...
Fourth year "	19	17	11
Third year "	15	10	12
Second year "	72	34	38
First year "	35	58	32
Total	142	120	93

On the decrease in the number of students the Principal writes:—"This shows a very considerable falling off in the number of students attending the College classes. A few words of explanation as to the cause of this falling off are necessary. When the Civil Service classes were opened in August 1872, a large number of students from the first and second year classes, and also some from the third and fourth years, joined the new department: in fact the backbone of the College was nearly broken by this new opening for Government employment, and it will require two or three years before the College can recover itself. Besides the cause above referred to, which has tended principally to reduce our number—there have been other causes, such as the new opening to persons with a knowledge of engineering, which has induced many to seek admission to the Engineering College at Calcutta."

Classified according to religion, the 93 students consisted of 79 Hindus, 13 Muhammadans, and one Christian. The return of social position shows that four belonged to the upper, 79 to the middle, and ten to the lower classes. Owing to the decrease in the number of students there was a falling off of Rs. 594 in the fee collections for the year.

The annual examination of the first and third year students by the College staff was satisfactory, except in the case of one junior scholar of the first year class, who failed to retain his scholarship. The following is the Principal's report of the result of the public examinations of the year:—

"Twenty-seven candidates went up to the First Examination in Arts, and 13 only were successful—three being placed in the first division, three in the second, and seven in the third. Four students gained senior scholarships, and one of them, Bepin Behari Gupta, gained also the Duff scholarship for proficiency in mathematics. Of the candidates who failed, eight were plucked in English, eleven in Sanskrit, two in history, nine in mathematics, and three in philosophy.

"Fourteen candidates went up to the B.A. examination, and six were successful, being all placed in the second division. Of the unsuccessful candidates, two were plucked in English, four in the second language, three in history, five in mathematics and natural philosophy, one in mental and moral science, and one in the optional subjects.

"Abul Khair, the holder of the Laha graduate scholarship, took up Arabic for the M.A. examination and passed successfully."

The library contains 6,831 volumes, which are generally in good order. The books issued during the year were 2,018 in number, a falling off as compared with previous year, which the Principal attributes to the insignificant additions of new work to the library during the last three years.

Civil Service Class.—The following statement shows the number of students on the rolls of this department during the year:—

	Christians	Muhammadans	Hindus	Total
Remained in the class after the examination in 1873	1	1	1	3
Admitted during the year	10	18	80	108
Total	11	19	81	111
Struck off during the year	4	5	24	33
On the rolls at the time of examination	7	14	57	78

Of these 78 students, 70 were allowed to go up to the examination in March, which was conducted by Mr. Grimley Regarding the constitution of the civil Service classes of the current session, the Principal remarks:—

"In January the new rules for the Executive Subordinate Civil Service classes came into operation. By these rules there are two classes in the department—one class is composed of students who have passed the B.A. or F.A. examinations, or studied with credit for one year in a college. Students of this class after studying for one year in the Civil Service department will be eligible for the finanl examination; and the other class, which is made up of students who have passed the Entrance examination only, have to remain for two years in the Civil Service department before they are eligible for the final examination."

On the 1st April there were 61 students on the rolls, 41 of whom belonged to the one-year class and 20 to the other. The classes were composed of 46 Hindus, eight Muhammadans, and seven Christians, 60 of them belonging to the middle and one to the upper class of society. The fee receipts during the year amounted to Rs. 3,997 and the charges to Rs 8,783. The uniform fee of Rs 4 a month is levied upon all students of this department, with a single fee of Rs. 10 for instruction in riding and gymnastics

DACCA COLLEGE.—Mr. Croft having been appointed Officiating Inspector of Schools Eastern Circle, Mr. A. W. Garrett was appointed to officiate as Principal of the College towards the end of 1873, and Mr. J. Willson was transferred from Hooghly to Dacca at the opening of the current session.

The Officiating Principal commenting on the College staff, says:—

"Throughout the past official year the College has been worked with a staff consisting of two European professors, one being the Principal of the College, one European Assistant Professor, and one Native Assistant Professor. There were besides lecturers on special subjects. Dacca is classed in the Bengal Administration Report for 1872-73 as one of the four first class colleges of Bengal, standing in fact next to the Presidency College in point of numbers As such, it is stated in the report to have had last year a staff of four professors, besides professors of special subjects. If this means there were four teachers engaged in the College work, no matter what their respective grades or qualifications, it was so. But it must be pointed out in fairness to themselves that the assistant professors were dividing the labor with graded professors, and in fairness to the College that one of them gave only a portion of his time to the College classes. It may then be justly said that the College staff was short-handed throughout the past year"

General Department.—The number of students on the register on 31st March during the last two years is shown in the following table:—

	1873		1874	
	Regular students	Out-students.	Regular students	Out-students
Honor class	9		3	
Fourth year ,,	11	..	13	1
Third year ,,	16		16	3
Second year ,,	44	.	44	3
First year ,,	44		40	
Total	124		116	7

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The 123 students consisted of 122 Hindus and one Muhammadan; and classified according to social position, two belonged to the upper and 120 to the middle classes, while the social position of one was unknown.

The decrease in the honor class is mainly due to the small number who passed at the last B.A examination. The decrease is, however, balanced by the addition of out-students, who, "for the first time in the history of the College, are enrolled among its members." On the status in the College of these out-students the Officiating Principal says:—"They have the privilege of attending courses of lectures on one, two, or three subjects, but not on more, the whole list of College courses being open to their choice, with the exception of those on surveying. Such attendance, however, in no way qualifies them for the University examination, at which they have to appear as "private students." For this privilege they have to pay an entrance fee of Rs. 2 and a monthly fee of Re. 1 for each course of lectures. This innovation promises to work well for the finances of the College, as those who have availed themselves of it hitherto would not have joined the College as regular students: moreover, it has drawn to the College lectures two at least of a class well worth attracting—young landholders, too well off in this world's goods to need the assistance of a University diploma for their worldly advancement." On the results of the University examinations the Officiating Principal remarks:—"For the First Examination in Arts 43 candidates went up, of whom 17 passed. This was not an unfavorable result whether compared with the result of former years, or with those of the best of the other colleges: none, however, passed in the first division. The results of the B.A. examination were more unfavorable. Out of 11 candidates only four passed: again none in the first division. There were no disgraceful failures, however, the greater number failing in one subject only, mathematics or English. The results of the honor and M.A. examinations were relatively better. Of six candidates, only one, Babu Kailas Chandra Datta, passed; but he did so with great credit, and was placed second in the second division. The College may also take credit to itself for the honorable place gained in the M.A. examination by Babu Rusamoy Basak, one of the masters of the Collegiate School, who had read for the examination with Mr. Brennand."

Of the 113 undergraduate members of the College, 37 are scholars distributed thus:—three of Rs. 20 in the fourth year; seven of Rs. 20 in the third year; five of Rs. 15, six of Rs. 10, and three of Rs. 10 (private scholarships) in the second year; five of Rs. 15 and seven of Rs. 10 in the first year.

All the scholarships assigned to the Dacca Division are held in the College.

The Lewis prize-medal for the best essay "on the civilization of India in the 15th century as compared with that of England at the same period" was gained by Babu Kailas Chandra Datta, B.A.

Science Classes.—Babu Preonath Basu joined his appointment as lecturer in botany and chemistry in March 1873. The class consisted of only three students, for reasons detailed in the last report, and during the latter half of the year there were only two students. The Babu reports on the work done with this class as follows:—

"During the year they were taken through a short course of elementary physics (such as relates to the physical properties of gases, the effects of heat, &c.), a general knowledge of which is essentially necessary for thoroughly understanding the principles of chemistry. The chemistry of the non-metallic and metallic elements was also explained to them. They had also lectures on the morphological and physiological portions of botany; while Mr. Clarke, the then Inspector of the Eastern Circle, very kindly gave them practical demonstrations on the several natural orders of plants which they are required to study. At the end of the year, under orders of the Principal, test examinations were held in chemistry and botany, in both of which the students acquitted themselves fairly." The want of suitable apparatus and chemicals interfered seriously with the progress of the class in chemistry last year; but a good supply of both has since been received, and the only urgent want just now is a laboratory assistant.

The larger portion of the second and third year classes have elected to take up the science subject; the reluctance to science, if it ever existed, having been overcome. As regards the staff necessary to carry on the A and B courses, the Officiating Principal observes "that it is with the utmost pinching that they are carried on with the present small staff; and in fact to carry them on both satisfactorily it will be necessary to retain Babu Preonath Basu here to assist the European Professor of Science, who was budgetted for last year, and who, it is to be hoped, will be added to the staff before long. If the science classes of this College come out as well in the examination as expected, it will be due to Babu Preonath's untiring devotion."

Surveying Classes.—In addition to the school class the teacher of surveying had charge of (1) the Survey Teachership class, and (2) the Subordinate Civil Service class. The first contained only three candidates, who were very incompetent and very irregular, and their subsequent failure at the examination excited no surprise. The second class consisted of two sections, the first of which contained teachers and out-students paying fees; the second, regular College students, who paid no fees. The first section went up to the examination conducted by Mr. Grimley in March, but the men composing it were inferior to the class of the previous year.

Gymnasium.—A gymnasium has been erected and fitted with apparatus at a cost of Rs. 1,260. The course followed is Mr. Archibald Maclaren's, of the Oxford Gymnasium; and under the present teacher, Babu Hari Mohun Ganguli, who is a first-rate gymnast, and a capital teacher and disciplinarian, the class is succeeding very well.

PATNA COLLEGE.—Dr. Simpson, the Civil Surgeon, who delivered last session a course of lectures in chemistry to the first and third year classes, having left for Europe in February, Professor Ewbank, as a permanent arrangement, took up chemistry in addition to mathematics and physical science, and he is now lecturing the College and the Civil Service classes in that subject. The number of students on the rolls on 31st March was 92, including three ex-students, against 97 on the same date of the previous year. The average number on the rolls monthly was 83, and the average daily attendance 66. The students are classed as follows:—

First year	31
Second "	41
Third "	11
Fourth "	9

Classified according to race, they consisted of 48 Beharis, 42 Bengalis, and two others. Classified according to religion and social position, there were 78 Hindus, 10 Muhammadans, and four Christians and others, of whom 14 belonged to the upper classes, 77 to the middle, and one to the lower.

Of the total number of students, more than half held scholarships, 51 being junior scholars, and six senior scholars.

The number of students sent up to the First Examination in Arts was 33, of whom 18 were passed, one being placed in the first division, nine in the second, and eight in the third Upon this result six senior scholarships were awarded. The failures were—nine in English, six in the second language, three in history, eight in mathematics, and five in philosophy.

Seven candidates went up to the B.A. examination, and three passed in the second division. One candidate went up to the honor examination in philsophy, and was passed in the third division.

The first and third year classes were examined by the College staff, and all the students of the latter showed satisfactory progress. Some of the first year students were found deficient in more than one subject, and on the result two of them were deprived of their scholarships, while the stipend of a third was suspended for two months.

On the course of study followed in the College, the Principal says:—

"None of the first year students have taken up psychology, but they have all elected the alternative course, which is chemistry. This was, I think, the better course, considering that in this College they must of necessity take up chemistry in their third year, when they would be placed at a great disadvantage, having to learn the subject along with others previously acquainted with it.

"As I am convinced, however, that it would be a serious defect in a system of education aiming to be liberal if it did not embrace some knowledge of at least the leading principles and facts of psychology, I have thought it advisable to give a course of lectures on elementary psychology to the first year's students as a preparation to their entering upon the study of logic, which is a compulsory subject at the Frst Examination in Arts. In the same class 14 students read Sanskrit, five Arabic, and three Persian.

"In the second year class, 19 are studying chemistry, 22 psychology, 25 Sanskrit, eight Arabic, six Persian, and one Latin.

"The students of the third year (now 13 in number) have taken up the natural science course under Mr. Rogers. They had no choice in the matter, as the College is not yet supplied with the apparatus requisite to illustrate lectures in physical science. Government has, however, sanctioned a grant of Rs 10,000 for the purchase of scientific instruments. An indent for them is being prepared, and it is to be hoped that they may be received before the beginning of next session. In this connexion, I may state that the late Lieutenant-Governor gave his sanction to a proposal first made by the late local committee, that the balance standing at credit of the College Building Fund, Rs. 23,783, should be applied towards the erection of lecture hall, with suitable rooms attached to it for chemical and other scientific experiments. Mr. Ewbank was good enough to prepare the necessary plans, which, after some little modifications, were approved of. The Executive Engineer has been already instructed to prepare detailed estimates and to commence preparations for building as soon as possible."

Civil Service Classes.—Admission to this department being restricted, under the rules now in force, to candidates who have passed the Entrance examination, there were only seven students on the rolls on the 1st April. On the course of study laid down for these students the Principal remarks:—

"The course of study prescribed for them embraces, in addition to such special subjects as surveying, law, &c., all the branches required for the First Examination in Arts, except logic and a second language. It would therefore appear that, by taking up these two subjects, Civil Service students may qualify themselves for the First Arts examination, as well as for the

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Civil Service examination, and this double course has accordingly been taken up by the present Civil Service class."

The result of the Civil Service examination of 1873 was very favorable to the students who went up from the College; and, soon after it was made known, numerous admissions to the Survey class took place. On the 31st March the number on the rolls of this class was 130, and throughout the year the monthly average number was 110, with an average daily attendance of 46. The great irregularity in attendance was due to the fact that the members of the class were nearly all engaged in Government or private employment. The class was broken up after the Native Civil Service examination began, and 43 members went up to the examination, of whom only six belonged to the College.

A very large proportion of the Survey class consisted of members who had to be taught in Urdu, and the survey teacher undertook the translation of the "Notes on Engineering" into that language, and the book was ready by the end of January. About the same time an Urdu translation of Mr. Scott's "Notes on Surveying" appeared, and these translations greatly helped the candidates to prepare for the examination The English portion of the class fell off very considerably as the time for the examination approached, being unable to procure certificates of qualification in horsemanship. Indeed a panic was caused in the class by the death of one of their fellow students from an accidental fall from his horse Some of the students who were thus prevented from going up to the examination were the best in the class. The Urdu students were irregular in attendance, and most of them (especially the Muhammadans) were deficient in mathematics, and the result of their examination cannot but be bad.

Lectures were given in chemistry by Dr Simpson and in botany by Mr. Rogers to the members of this Department without any cost to Government

The Law Lecturer opened his class with only four students, and there was no increase till the month of June, "when owing, as it appears, to the success which the class achieved at the preceding examination, and the encouragement that was given to the passed students in providing them, one and all, with good appointments, there was a rush of students into the Civil Service classes till the number in the Law class came up at one time to 88," made up of 42 out-students, 28 in-students, and 18 Urdu students. This number continued with slight variation till the time arrived for passing the preliminary examination in horsemanship. This test proved fatal, and many students, including some of the best, left the class

None of the students of the late Civil Service class attended the gymnastic class: attendance is now compulsory.

The fees collected from the Surveying and Law classes amounted to Rs. 2,202, and the expenditure was Rs. 4,870

KRISHNAGHUR COLLEGE; *General Department.*—The number of students on the rolls on 31st March was 46 against 52 at the same date in the previous year. The two classes stood thus:—

First year	19
Second year	27
Total ...	46

On the decrease in the number of students the Principal writes:—

"I am not able to explain satisfactorily the reason of this continued decrease in the numbers, unless it be that students were drawn in different directions by the new outlets that have been afforded for native industry and talent independent of the Calcutta University. Then the University changes themselves have militated against us; and now that chemistry has become fashionable, students will make every possible effort to go to those colleges where they can get the best and most authoritative tuition. Several other causes might be assigned, but they probably may all be merged in one, and that one is the abolition of the two upper classes in 1872, since which time there has been a steady decrease both in the F. A. classes and the school. But I am inclined to think that if all goes well, the numbers in the College might eventually be raised to 60, beyond which it is hardly desirable with our small staff that they should advance."

Twenty-six candidates went up to the First Examination in Arts, of whom only six passed, one being placed in the first division, three in the second, and two in the third. On this result the Principal remarks:—

"This result is certainly most unsatisfactory. I am strongly of opinion that it does not represent the real merits of the class. I must observe in the first place that two of our best students were taken ill during the examination, and were obliged to give up all further work. Then, of those who failed, I find that one failed in history alone, another in philosophy alone, and another in Sanskrit alone. Such failures I cannot but think very hard, as the subjects are not of such a kind that failure in them necessarily shows mental incapacity on the part of the student, and it would be well, I think, if all who succeed in passing the English and mathematical test were allowed to pass in a fourth class

"In one respect we were fortunate at the last examination, inasmuch as we had one of the best students of the year. He stood fifth in the first division, and I was in hopes that he would have stood still higher, as in the whole course of my experience I have never met with a student who wrote better English."

Two senior scholarships were awarded on the result of this examination, one of the first grade and one of the second. On the introduction of chemistry into the F.A. standard, the Principal remarks:—

"The chemistry course is now being read by all the students both of the first and second year classes. I consider this a decided improvement on the old philosophy course, although I cannot but regret the way in which the change has been effected, and must express my decided opinion that the subject is a very ill-chosen one. To understand chemistry properly, the student ought to have a fair knowledge of the chief physical sciences. But a first year student has read no physical science at all, and the second year student reads only the elements of statics. Now, would it not have been a more rational plan to have added to the F.A. course the principal notions of dynamics and the outlines of astronomy, which would have fitted in with the student's previous reading, than to have hurled him at once into a science like chemistry, between which and the student's actually acquired scientific knowledge there is such a vast and insurmountable chasm? Contrast the importance of astronomy, both historically and dogmatically, with that of chemistry, and surely the final decision will be that the former subject is immeasurably the superior of the two. This being so, would it not be better that our F.A. students, so many of whom terminate their studies at the F.A. examination, should have a fair knowledge of a subject which has engaged the attention of the human mind ever since the dawn of science, and which, in the hands of Copernicus, Kepler, Galileo, and Newton, has revolutionized our whole mode of thought, than that they should acquire a few scattered and imperfect notions about a subject whose origin is comparatively recent, and which can never produce that deep and abiding influence upon the human mind which has been produced by its sister science, astronomy? I would also urge as another though subordinate reason for selecting astronomy, the absence of any expense in teaching it. It could be taught by the professors who take the mathematical course, and it would require no extensive and continuous expenditure for elaborate scientific toys in the way of apparatus. Knowing the fate of such scientific toys in past times, it is really grievous to see the money which is now being lavished upon a renewal of experiments which have already been tried and have signally failed. The proverb says *experientia docet*, but it seems to require a more than ordinarily wide basis of experience to convince our savans of the folly, and, I must say, unfairness, of spending large sums of money out of the public revenues on mere toys, which are in no way necessary for developing the scientific powers of our students. Another reason for objecting to a subject like chemistry is that it presses unfairly upon mofussil colleges, which have not a full European staff. It is impossible that a young Calcutta graduate, fresh from his M.A., however learned he may be, can teach the subject with the same effect as men who have studied it for years, and have been engaged in the practical work of teaching it, both in their own country and in Bengal. However well these young graduates may know the subject themselves, they cannot have that power which comes from mature reflection, frequent repetition, a trained faculty of expression, and continuous dogmatic exposition."

I cannot agree with Mr. Lobb in thinking that, in seeking to make a beginning of scientific teaching in our colleges, the subject of chemistry was ill-chosen It was deemed essential that the subject selected should be one which involved teaching of a practical kind, and which was calculated to develop and train the powers of observation rather than those of mere memory. The claims of dynamics were not overlooked, but the fundamental conceptions of this subject were thought not only to be too difficult in themselves for this class of students, but also to involve experimental illustrations to make them clear, which it would be impracticable to carry out. The importance of astronomy was recognized by postponing its introduction only to the next stage of a student's career.

BERHAMPORE COLLEGE, *General Department.*—There were only 20 students on the rolls on 31st March, being four less than the number in the preceding year. The first year class contained 12 students and the second year class eight. It seems very unlikely that there will be any increase in the number of students. Ten candidates went up to the F.A. examination, and four were passed, one being in the second division and three in the third. A senior scholarship was awarded to the candidate in the second division and made tenable in the Presidency College.

Arrangements have been made to teach chemistry and botany to the Civil Service class, which contained only five students on 31st March. The Law Lecturer has also kindly consented to give two lectures a week to the class without any remuneration.

SANSKRIT COLLEGE, *College Department.*—There were 26 students on the rolls of this department on 31st March. They were all Hindus, and 25 belonged to the middle classes and one to the upper. Ten candidates went up to the F.A. examination, and six were passed, one being placed in the first division, one in the second, and four in the third. A second grade senior scholarship was awarded to the candidate placed in the first division.

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Three candidates went up to the examination for honors and the degree of M.A. in Sanskrit. All passed, and Umeschandra Batavyal gained a first class in honors, while Prannath Pandit gained a second class.

The examination for scholarships and prizes was conducted by the College staff, and upon the result of the examination eight senior and eight junior scholarships were awarded.

Prizes of books were awarded to the junior classes to the extent of Rs. 149.

In connexion with the changes on the staff of the College the Principal remarks:—

"The College felt an irreparable loss in consequence of the retirement, on superannuation pension, from 1st January, of Pandit Taranath Tarkavachasputi, the profoundly learned Professor of Hindu Philosophy and Sanskrit Grammar. His place was filled up on 20th February by Pandit Gris Chundra Vidyaratna, Professor of Sanskrit Literature. Pandit Madhusudan Smritiratna, of Nadia, a good general scholar, whose speciality is Hindu Law, and who has a large reputation in the country as a distinguished professor of that subject, was appointed on the 2nd March to fill the post vacated by Professor Gris Chandra. The changes caused by the retirement of Professor Taranath were accompanied by a redistribution of the Professor's duties—Pandit Mohes Chandra Nyayaratna being entrusted with the teaching of Hindu Philosophy and Rhetoric with the title of Senior Professor; Pandit Gris Chandra Vidyaratna with that of Sanskrit Literature and Grammar; and Pandit Madhusudan Smritiratna with that of Hindu Law, under the title of Junior Professor."

CUTTACK HIGH SCHOOL, *College Department.*—There were 17 students on the rolls on 31st March against 14 at same date of the previous year. Only two candidates were sent up to the First Examination, of whom one passed. The head-master rightly attributes the small number of students to the paucity of schools in Orissa educating up to the Entrance standard.

BEAUFAH HIGH SCHOOL.—No candidates have yet gone up to the First Examination from this school, but it will send candidates to the next examination in December. The number of students on the rolls on 31st March was 27, of whom nine belonged to the second year class and 18 to the first year.

GENERAL ASSEMBLY'S COLLEGE.—On the 31st March the College contained 80 students on the rolls, viz., 22 in the first year class, 25 in the second year, 12 in the third year, and 21 in the fourth year. The College sent up 18 candidates to the First Examination, of whom 11 passed—one in the first division, two in the second and eight in the third. For the B.A. degree, 24 candidates appeared, of whom 10 were passed—one in the first division, two in the second, and seven in the third. Four candidates went up to the M.A. examination, and two passed—one in the second division and one in the third.

The fees collected in the College classes during the year were Rs. 4,303.

FREE CHURCH COLLEGE.—At the end of the year there were 74 students in the College classes, viz., 21 in the first year class, 24 in second year, 15 in the third year, and 14 in the fourth year The average number on the rolls for the year was 90, and the fees collected amounted to Rs. 5,310.

The College sent up 37 candidates to the First Examination, and 15 passed—six in the second division and nine in the third. For the B.A. degree 17 candidates appeared, of whom eight passed—three in the second division and five in the third. At the M.A. examination six candidates appeared and four passed. The Principal remarks:—

"There is little new in our college arrangements this year, except that we have made provision for teaching physical science for the B course for the B.A. degree. The number of students studying the B course at the end of the year was 11, viz., in the fourth year five and in the third year six. The number of students studying chemistry was 16, viz., 11 in the second year and five in the first."

ST. XAVIER'S COLLEGE.—The number of pupils on the rolls on 31st March was 39—12 in the first year class, 10 in the second, 6 in the third, and 11 in the fourth At the First Examination seven candidates appeared, of whom two passed in the second division and three in the third. No candidates went up to the B.A. examination. The fees collected in the college department amounted to Rs. 2,472.

LONDON MISSION COLLEGE, BHOWANIPORE.—The total number of boys in the college and school departments on 31st March was 669. Of these eight were in the second year college class and 19 in the first year. Seven candidates went up to the First Examination and six passed—two in the first division, one in the second, and three in the third. Upon this result, three senior scholarships were gained.

CATHEDRAL MISSION COLLEGE.—The number of students on the rolls on 31st March was 60, distributed as follows:—

First year	19
Second year (chemistry 6, psychology 19) .	25
Third year (A course 7, B course 9)	16

The Principal writes:—"The fourth year class is this year in abeyance. I mentioned in my report last year what, as far as I could ascertain, was the cause of our small attendance in the third year class. The small number gradually got less in the course of the year, and

as there was little likelihood of the class recovering, we thought it better, with your sanction, not to carry it on to the fourth year. Several failed B.A students from other colleges have applied for admission this year, but we did not think it worth while to re-open the class. This year it will be observed that the third year class is in better condition; and in considerable measure its more prosperous state is owing to the arrangement which has been recently sanctioned, by which students of this College are at liberty to attend the lectures on chemistry and physical science at the Presidency College." SUPERIOR INSTRUCTION

Nineteen students went up to the First Examination, and 10 passed—one in the first division, four in the second, and five in the third. A senior scholarship was gained by the student in the first division. Twenty candidates went up to the B. A. examination, and only six passed One was placed sixth in the list, having been eleventh on the First Arts list two years before: two passed in the second division and three in the third. On the result of the B.A. examination the Principal observes:—

"The result of this examination was very disappointing. This was a good average class, and some of the students, as far as I could judge, were far above the average. I ascertained that these latter students had done exceedingly well in some subjects; and, had they not made shipwreck on the rock of mathematics, would have taken high places in the list of successful candidates. One student, a Government scholar, called on me, and, with commendable candour, confessed that his failure was entirely owing to his own lack of diligence."

SPECIAL INSTRUCTION.—The higher branches of professional instruction taken cognizance of by the University of Calcutta are Law, Medicine, and Civil Engineering. SPECIAL INSTRUCTION.

LAW.—Law is now taught in only six of the Government colleges and high schools, and at the end of the year the classes contained 299 pupils, distributed as follows:— LAW

Presidency College	182
Hooghly College	32
Krishnaghur College	4
Dacca College	27
Patna College	34
Midnapore High School	20
Total ...	299

This is less by 126 than the number returned in the preceding year, when there were law classes in nine colleges, with an attendence of 425 pupils.

The falling off is due partly to the new rules promulgated by the High Court for the qualifications of pleaders, which make the First Arts test the standard for admission to the Higher Pleadership examination instead of the Entrance test, and partly, as explained last year, to the overstocking of the legal profession.

The total cost of the law departments was Rs. 26,404, and the receipts from fees were Rs. 26,374, so that the nett cost of the law classes to Government was Rs. 30.

Law Examination.—At the examination for the B.L. degree there were 103 candidates, of whom 101 belonged to Bengal.

Of the latter, nine passed in the first division and 69 in the second, as shown below:—

Colleges.	Number of candidates.	Number passed. 1st Division.	Number passed. 2nd Division.
Presidency College	85	7	56
Hooghly College	9	2	6
Krishnaghur College	3	...	3
Berhampore College*	1		1
Dacca College ...	1	...	1
Patna College	1	...	1
Cuttack High School	1	...	1
Total ...	101	9	69

For the license in law there were 65 candidates, of whom 46 passed, distributed as follows:—

Colleges.	Number of candidates.	Number passed.
Presidency College	42	29
Hooghly College	10	7
Krishnaghur College	4	3
Berhampore College	6	5
Dacca College	3	2
Total ...	65	46

This was the last examination for a license in law which the University will hold, and all candidates were admissible who had failed at any former for examination, or who, being eligible for the examination of 1873, had then been prevented from coming forward.

* The law class at Berhampore was abolished before the end of the year.

SPECIAL INSTRUCTION Law

In future the examination for the B L. degree is the only ordinary examination in law which the University undertakes to conduct.

LAW CLASSES.—The following information is extracted from the reports of the several law departments.

PRESIDENCY COLLEGE.—The following table shows the number of students on the rolls of the law department on 31st March during the past four years:—

	1871.	1872	1873	1874.
Third year class	94	98	20	45
Second year class	117	. ..	45	45
First year class	... .	84	63	80
Second year pleadership class	35	51	30	10
First year pleadership class	64	37	31	2
Total	310	270	189	182

The decline in the strength of the pleadership classes is thus explained by the Principal:—

"The examination for admission to the roll of pleaders is conducted under rules framed by the High Court, and the University Entrance examination was originally laid down as the test of general education which candidates were required to have passed. During 1873 the High Court revised the rules and substituted the first examination in Arts for the Entrance examination as the test of general proficiency, with effect after the examination of (March) 1874. As very few of the pleadership candidates had passed or could hope to pass the first examination in Arts, there was no course open to them but to ask the High Court to postpone the action of the new rules till 1876, or to abandon their law studies. The High Court having given no encouragement to a proposal to defer the action of the new rules, the candidates have necessarily given up the study of law."

Classified according to religion, the 182 students consist of 179 Hindus and three Muhammadans Classified according to social position, 31 belong to the upper classes and 151 to the middle classes.

In 1872-73 the receipts from fees exceeded the disbursements on account of the law classes by Rs 8,262; but owing to the decrease in the strength of the classes (the third year and pleadership), in which the fee was Rs 10 a month, the financial result of the year showed an excess of disbursements over receipts, amounting to Rs. 1,319. To remedy this, the fee payable by second year students has been raised from Rs. 5 to 10 during the current year, the fee being still fixed at Rs. 5 for first year students.

The law department sent up 85 candidates for the degree of B L., of whom seven passed in the first class and 56 in the second. The department also sent up 42 candidates for the license, of whom 29 were successful.

HOOGHLY COLLEGE.—The following table shows the number of students on the rolls on the 31st March for the last three years:—

	1872	1873.	1874.
Muhammadans	12	15	5
Hindus	48	44	27
	60	59	32

The decrease is owing to the changes in the rules of the High Court for admission to the Pleadership examination. As the current expenses of the department can no longer be met by the fees, it will be necessary to reconsider the scheme under which the law lecturer is paid, or to close the classes.

Classified according to social position, the students consisted of one belonging to the upper classes, 29 to the middle, and two to the lower.

The fee collections were less by Rs. 1,001 than during the previous year; but nevertheless they exceeded the expenditure for the year by Rs. 234.

Eight students passed the B L. examination, two being placed in the first class and six in the second. Out of seven candidates for the license, six were successful.

DACCA COLLEGE.—On the 31st March the classes compared with those of the same date in 1873 stood as below:—

	1873	1874
Third year class	1	5
Second "	5	4
First "	5	7
Second year pleaders	29	9
First " "	27	2
Total ...	67	27

SPECIAL INSTRUCTION

Law

The decline in the strength of the classes is due entirely to the new rules of the High Court for the admission of pleaders. The single student of the third year class of 1873 was a deputy magistrate, but his removal from Dacca prevented his going up to the University examination for B.L. Four ex-students, however, went up, and were all successful, as were two out of three ex-students who were candidates for a license.

PATNA COLLEGE.—The number of students on the rolls at the end of the year was 34, being a decrease of 27 on the returns of last year.

They are distributed as follows:—

Third year class	6
Second "	3
First "	7
Second year pleaders	14
First " "	4
	34

Classified according to race and religion, they consisted of 15 Beharis and 19 Bengalis, of whom 27 were Hindus and seven Muhammadans. The main cause of the falling off in the number of students is the alteration in the High Court rules for the admission of pleaders; but the opening of the Civil Service classes also affected the strength of the department to some extent. The receipts from fees were Rs. 410 in excess of the expenditure on account of the lecturer's salary. Only one student went up to the B L. examination, and he was successful.

KRISHNAGHUR COLLEGE.—The number of students at the end of the year was four; at the end of the previous year it was seven. Three candidates went up to the B.L. examination, and all were passed. For the license four candidates appeared and three were successful The lecturer in law received the fees collected, and there was no expenditure of State money. Probably this department will cease to exist after the end of the current session.

Medicine.

MEDICINE.—*English Medical Classes.*—In the English Department of the Medical College, for which the standard of admission is at present the University Entrance test, the roll number on the 31st March last was 319, against 295 in the preceding year.

The cost of the Department was Rs. 1,09,815, of which Rs. 86,197 was defrayed out of the public revenues, and Rs. 23,618 was met by fees. In the preceding year the fees amounted to Rs. 17,914, and the charge to Government was returned at Rs. 1,23,030

The cost per head to Government was Rs. 326-8, as calculated on an average daily attendance of 264 students.

Three years after entering the College the students are eligible for admission to the University's first examination in medicine and surgery, and after passing this test, they are admitted two years later to the final examination for the license in medicine and surgery or for the M.B degree.

Examinations in Medicine.—For the first M.B. examination, six candidates presented themselves, of whom one passed in the first class and three in the second. For the first L.M.S. examination on the 31st March last, there were 113 candidates, of whom 34 passed.

For the second or final M.B. examination there were two candidates, and one passed in the second class. For the second L.M.S. examination, there were 47 candidates, of whom 36 were successful.

The Junior Board of Examiners again recommended that the first examination in Arts should be substituted for the Entrance Examination, as the qualification for admission to the study of medicine in connection with the University. Their recommendation has been accepted by the syndicate, and will be sent up to the senate for sanction. The Lieutenant-Governor has signified his approval of the change, and it will no doubt be shortly embodied in the University regulations.

Vernacular Medical Classes.—The Bengali medical classes, which were removed from the Medical College in the course of last year and attached to the Pauper Hospital at Sealdah, have again received a considerable accession of pupils. On 31st March last the roll number of these classes shows an attendance of 506 students against 451 in the preceding year

Their total cost has been Rs 25,320, of which Rs. 16,900 was covered by fee receipts and Rs. 8,420 was defrayed from the public revenues. In the preceding year the fee receipts were Rs. 12,732 and the cost to Government was returned at Rs. 16,509.

Of the Bengali students, 77 passed their final examination during the year and have qualified themselves for the grades of vernacular licentiate and native apothecary. In the preceding year the corresponding number was 50.

The Superintendent of the school remarks "that the general conduct of the students has been satisfactory and orderly, and that they fully appreciate the advantages derived by their transfer to this school. The dissecting-room is spacious, airy, and will be well lighted as soon as the additional windows are completed. The lecture-rooms, as a temporary arrangement, afford fair accommodation."

In the Hindustani classes the attendance has fallen from 101 on 31st March 1873 to 72 at the same date in the present year The Hindustani students are stipendiaries and pay no fees, but the small sum of Rs. 72 was realized from them in fines. The cost of the classes

SPECIAL INSTRUCTION
Medicine

to Government was Rs. 31,672. Of these students 34 passed their final examination and have been declared qualified for employment as hospital assistants. In the preceding year the number that qualified was 29.

The new medical school at Patna was opened after the expiration of the year under report It is hardly yet in working order, but it is intended that the Hindustani classes shall be transferred to it when the necessary arrangements have been completed.

On the transfer of the Bengali and military classes Dr. Chevers says :—

"As the Bengali class has been removed, and the military class will in all probability leave the college before they can fully engage in the work of the present session, I feel called upon to take the occasion of expressing the great satisfaction which I have for many years felt in the admirably steady and conscientious manner in which the teachers have performed the duty of giving instruction in two vernaculars (*i.e.*, in carrying through two entirely distinct and separate courses of lectures and examinations) to two classes whose aggregate number has year by year increased during the past 14 years from 275 to 937. I have always esteemed the senior members of the teacher staff as officers of the highest character, and as men of science second to none whom the profession of medicine has produced in India The senior teachers are all pupils of our own, whom we have been permitted to select most carefully with a full knowledge of their high personal character and remarkable attainments in the subjects which they teach I should be wanting in duty if I failed earnestly to recommend the staff of teachers to the approval of Government, and to the esteem and confidence of the authorities with whom they are now associated."

Engineering

ENGINEERING.—Civil engineering is taught in a special department of the Presidency College.

The following table shows the number of students on the rolls of this department on 31st March during the last four years :—

	1871		1872.		1873.		1874	
	Regular students	Out-students	Regular students.	Out-students.	Regular students	Out-students	Regular students	Out-students
Third year class	13	5	15		20		27	1
Second " ..	26	1	31	1	39	1	39	2
First " ...	56	2	66	3	73	2	133	25
Total	95	8	112	4	182	3	199	28

On the large increase of students the Principal remarks :—

"I stated in my last report that I expected a large influx of students on the opening of the new session in June The admissions were, however, more numerous than I anticipated. On the 30th June last there were 155 regular students and three out-students on the roll of the first year class, and 32 students on the roll of the special class for candidates desirous of qualifying to pass the tests in engineering and surveying for the subordinate executive service. In August the register of these classes contained 160 regular students, 23 out-students, and 54 special students. In January the special class had decreased to 41, and their attendance ceased at the end of the month The distinction between regular students and out-students is that the latter have not passed the University Entrance examination; and, as might be expected of candidates who have not passed the elementary test of a general examination, their progress has been extremely unsatisfactory. It is not desirable to shut out absolutely every candidate who has not passed the Entrance examination, but it will be necessary to limit the privilege to the very few who can give satisfactory reasons for not having passed this test The regular staff of the department was insufficient for the large increase in the number of students, and two native lecturers were engaged to assist in teaching the junior classes."

The gross expenditure for the year was larger than for the previous year by Rs. 5,328, owing to the appointment of the two native assistants on Rs. 125 each per mensem, the addition of Rs. 100 a month to the salary of the professor of drawing, and the advance of the professors in the steps of their grades. The nett expenditure by the State was, however, less by Rs. 2,342 than in the previous year, owing to the large increase in the fee collections.

The Principal is of opinion that the monthly fee might be raised from Rs. 5 to Rs. 7 a month without inflicting hardship on any one.

Classified according to religion, the students consisted of 221 Hindus, two Muhammadans and four Christians. The return of social position of pupils shows that four belonged to the upper, 222 to the middle, and one to the lower classes.

On the result of the annual examination in May, out of 75 students in the first year class, 39 were promoted to the second year class, 30 failed, and six were turned out of the examination for copying. Of the 39 second year students who came up for examination, 24 were promoted to the third year class, two were awarded overseer's certificates, one was turned out for copying, five withdrew from the examination, and seven failed.

On the result of the examination of the second year students, the Forbes' scholarships were awarded to Bhutnath Chakravarti and Beni Krishna Basu. The 20 students forming the third year class went up to the University examination—four for the degree of B.C.E. and 16 for the license. Only one of the former and two of the latter were successful, the failures being mainly in engineering subjects. The three successful candidates have each received scholarships of Rs. 50 a month for two years, during the term of which they are attached to works in progress at the Presidency for the purpose of acquiring some practical knowledge of their profession. SPECIAL INSTRUCTION. Engineering

During the session seven students left the senior classes to take up appointments as survey teachers in mofussil schools, and nine left to take up appointments in the Department of Public Works as overseers or surveyors.

Two of the licentiate scholarships not having been taken up on the result of the University examination, the disposable allowance of Rs. 100 a month was, under the orders of Government, appropriated in providing two scholarships of Rs. 25, and one of Rs. 20, and two of Rs. 15, for the best of the newly admitted students who were not already holders of scholarships. The scholarships of Rs. 25 and Rs. 20 were given to students who had passed the first examination in Arts, and those of Rs. 15 to students who had passed the Entrance examination, in both cases according to the order of merit of the applicants in the University examination lists.

All the classes went out as usual in the first week of November for three months' drill in practical surveying.

SCHOOL OF ART.—There has been again a large increase in the number of students at the School of Art, which has risen from 94 in March 1873 to 129 at the same date in 1874. School of Art.

The attendance for the last five years has been as follows:—

	1870.	1871.	1872.	1873.	1874.
Number of students on 31st March	48	72	76	94	129

Of the 129 students on the rolls on the 31st March last, 122 were Hindus, two Muhammadans, four Christians, and one Budhist, and nearly all belonged to the middle classes, 119 being returned under that head; only one belonged to the higher classes and nine to the lower classes.

The principal, Mr. Locke, again complains of the difficulty he experiences in keeping students long enough in the school to educate them thoroughly as professional draughtsmen. The following figures show the length of time during which the 129 students on the roll on the 31st March had been under instruction:—

88 had been in the school for less than 1 year.
21 had been more than 1, but less than 2 years.
4 " " 2 " " 3 "
8 " " 3 " " 4 "
3 " " 4 " " 5 "
5 " " 5 years.

It is gratifying, however, to be able to report that the work produced during the last year has been decidely superior to the work of any former year.

His Excellency the Viceroy has again afforded much encouragement to the school, which is warmly acknowledged by the Principal. Mr. Locke writes:—"His Excellency has paid the school another visit; and to his expressions of satisfaction and the substantial encouragement of several most liberal commissions to the advanced students I attribute the largely increased number of our students and the degree of prosperity which the school enjoys in spite of disadvantages, which are very serious." One great drawback is the want of sufficient accommodation in the school building, besides which the staff of teachers is insufficient to provide proper instruction for the pupils.

NORMAL SCHOOLS.—There are now 41 Government normal schools for the training of schoolmasters, organized under the Resolution of the 31st July 1873, and there are besides 15 aided normal schools—11 for masters and four for mistresses—most of which are in connection with missionary bodies. Normal Schools.

At the end of the year the Government schools contained 1,686 pupils, and the aided schools 664 pupils, of whom 95 are young women in training for mistresses. Of the Government schools, nine are first grade schools, which prepare teachers for vernacular schools of the middle class, as well as gurus for primary schools; the remainder are at present intended to supply gurus for village schools only, and for these the standard of instruction is very low. The reports of the year show that there is a general consensus of opinion in favor of raising this standard and otherwise improving the condition of the schools.

The returns fail to show the total number of teachership certificates granted during the year; but the certificates issued in some districts are noted in the reports, most of which contain valuable information and suggestions regarding the arrangements for normal schools as now in force.

SPECIAL INSTRUCTION Normal Schools

BURDWAN DIVISION.—The old normal schools at Hooghly, Burdwan, and Midnapore have been re-organized in accordance with the orders laid down in the July Resolution, and two new third class schools have been established at Beerbhoom and Bankoora. The number of teachership certificates granted during the year was 192, and most of those who gained them had obtained employment before the expiration of the year. The Inspector writes—"With reference to the course prescribed for normal schools, it seems to be the general opinion that the course of the guru class ought to be extended to the Rule of Three and Proportion according to the English style; whilst the readers ought to include the old and popular epics."

CALCUTTA.—There is a first grade Government normal school in Calcutta for pandits and gurus, and two aided normal schools for mistresses.

The Government normal school contains 72 pupils. This school, writes the Inspector, "has always been a first grade normal school for pandits. It received a terrible blow in the year under report by the order of Sir George Campbell, which diverted half of its stipend allowances to the maintenance of primary gurus belonging to the 24-Pergunnahs district." The pandit class in the school has made considerable progress in practical surveying.

PRESIDENCY DIVISION.—Outside Calcutta there are normal schools for gurus at Krishnaghur, Jessore, and Baraset; while one-half of the stipend allowance in the Calcutta normal school is devoted to the maintenance of primary gurus nominated by the Alipore district committee. It appears that the Jessore committee still adheres to the old and higher course laid down for the gurus trained for the improved Bhu Dev pathsalas, and the Inspector gives his opinion in favor of adopting this standard generally in all the normal schools for gurus.

"As regards the expenditure of normal school power on the E pathsala gurus, we have certainly not had time to form a final practical opinion regarding it. It is clear, however, that we have arrived at a final conclusion in the case of Jessore, and have got some grounds for expecting the same conclusion to result at Baraset. These normal schools have got money and teaching power for teaching a far higher standard, and I much wish that in all the standard could be raised at once at least to the old guru-training school standard of Babu Bhu Dev Mukhurji, *i.e.*, the standard now actually being taught in Jessore, viz., the standard for D pathsala gurus."

RAJSHAHYE DIVISION.—There is a normal school for gurus in each of the seven districts of the Rajshahye Division; they contained 314 pupils at the end of the year, of whom 158 were Hindus and 156 Muhammadans. In the course of the year 89 teachership certificates were granted to normal school pupils; and of these 59 are reported to have been placed in charge of schools. The Inspector, Babu Bhu Dev Mukhurji, discusses the position of the normal schools at some length:—

"I have been connected with the normal system of education in this country almost from its very commencement. The essential parts of that system were two: first, to make normal schools precede those institutions which were to get teachers from them; second, to invariably have a boarding establishment in connection with a normal school.

"Last year the system of normal schools received its fullest development at once. Every district was supplied with a normal school. But a large number of normal schools had been already started the year before. The normal schools set up last year did not therefore actually precede, but they followed the schools which are to take teachers from them. This will doubtless cause some difficulty in the end. The process under which qualified teachers are provided, before village schools are started, is a slow process, but it avoids many evils.

"In the first place, it prevents the wastage of supervision. Inspection can do little to improve schools when the teachers are almost as ignorant as those whom they profess to instruct; secondly, it does not require the normal schools themselves to be worked at too high a pressure; thirdly, it avoids the difficulty of having to oust those teachers whom we have once set up and subsidized. The last difficulty is practically so great that in the North-Western Provinces, where the halqas had preceded the normal schools, they had not been able to effect the desired change of teachers in half the number of their village schools in the space of more than 12 years. In Oudh they carefully avoided it by not setting up village-schools too fast and spending in the beginning a large part of the cess money in the normal schools, in order to get in hand the teachers who were to be in charge of the village schools.

"But whatever the difficulty may be, it will now have to be met; and there is one thing to be said, that although the normal schools in the present case have not preceded, they have yet very closely followed upon the primary schools lately started in Bengal.

"The question is, whether the normal schools should be worked fast with a view to overtake, so to say, the village schools, or proceed leisurely to prepare really competent teachers. In Pubna, the Deputy Inspector already complains that the normal school there, turning out as it does a batch of teachers every quarter of the year, is creating a supply far in excess of the demand. In Maldah, the Deputy Inspector says the people will not be satisfied with incompetent and incapable teachers. For my part, I believe that we should not try to work the normal schools too fast; the course should not in any case be less than that of one full year. Not only is work at high pressure in the normal school ineffective of its main purpose—the improvement of the teachers—but it is less economical in the long run. In the

North-Western Provinces more than half the teachers turned out from the normal schools did not (as I found in 1868) take or get into service as village teachers.

SPECIAL INSTRUCTION. Normal Schools

"With respect to the second point, which under the old scheme provided each normal school with a boarding establishment, I have to observe that such a provision is, in my opinion, absolutely necessary for the accommodation of the students, most, if not all, of whom come from the interior of the districts. It is also greatly conducive to their improvement and the conservation of their morals; in fact, it is a simple necessity. All the head-masters and some of the district committees asked for this provision to be made at the normal schools under them, and in some shape or other they are trying to keep up the boarding establishments where they had them before."

On this the Commissioner remarks:—"The Inspector's observations are well worthy of serious consideration. I quite approve of the year's course he suggests; and, considering that existing and prospective grants are not likely to admit of any great number of extra primary schools being established, there is no pressure for teachers, and we may as well have them thoroughly trained. With regard to the boarding establishments, the funds do not admit of their being kept up, but the subject is one that should be kept in view."

Cooch Behar Division.—No normal school has yet been established in the Cooch Behar division.

Dacca Division.—The normal schools at Dacca and Mymensingh are of old standing. They have been reorganized under the orders of July 1873, and new schools have been established at Fureedpore, Burrisal, and Sylhet, which began work about February 1874. They contain altogether 244 pupils, of which 190 are Hindus (including seven Chandals in Fureedpore), 53 are Muhammadans, and one is a Hajan of Mymensingh. The Inspector is not satisfied with the present arrangements for these schools. He writes:—"The schools are not yet all housed; in Fureedpore especially the want of a house is severely felt. The numbers at Dacca have fallen rapidly within the last two years; certainly not from any fault in the head-master, Babu Dina Nath Sen, but from the abolition of Sanskrit and the reduction of pandit's stipends. Mymensingh school (which has been reduced to the second grade) for the present is flourishing; but the order of Government that second grade normal schools shall reserve all their stipends for gurus, will destroy the usefulness and popularity of the school before long. It seems to me that the chief value of the normal school disappears with this restriction. In Backergunge and in Sylhet the pandits, as a rule, are very bad, and Dacca normal school pupils will not, unless natives of the district, go thither under Rs. 18 or Rs. 20 a month. Sometimes Rs. 25 is paid for a man who would get Rs. 15 at the same class of school in Dacca district. To set up a normal school and at the same time to restrict its stipends to gurus, seems to me to be throwing away a great opportunity. Provision, indeed, is made for a pandit course; but without stipends and without the prospect of getting them, I do not quite understand how classes can be expected to fill. In Dacca normal school nearly half the pupils have no stipends; but they all know that they are eligible for stipends after the yearly examinations, and that fact is a sufficient encouragement to them to continue. In the absence of any such incentive, the classes will be nearly nominal; and in that case the newly appointed head-masters are a body of men much above this work. They have been selected with great care and are highly paid; I consider them thrown away if they have to teach gurus the rudiments of spelling and arithmetic. A three year course is not required in all schools; in most the two year course laid down would satisfy every need; but without that, the scheme as it stands seems to be a deplorable waste of money and power. I partially except Fureedpore school, for in that district middle education is not vigorous, and pathsalas are mostly required; but even there the magistrate has decided that a one year course for pandits is necessary."

Chittagong Division.—There is a first grade normal school of old standing at Chittagong and two new schools have been opened for the other districts under the orders of July—one of the second grade at Comillah, and one of the third grade at Noakholly. Mr. Croft writes:—

"In Chittagong school, half the stipends are reserved for gurus, to the amount of Rs. 150 a month (I have described above the superior attainments of the Chittagong gurus); and when it is remembered that the guru course is confined to the four rules of arithmetic, and to reading and writing the vernacular, it might be conjectured that the normal school training would not teach them much. In fact, when the Magistrate directed the Deputy Inspector in March last to send in 10 gurus, "to be trained for six months in the class," the latter, up to the date of his report, had only been able to discover five, who might be called inefficient (putting aside old miajis and gurumahashays whom it was not designed to bring in), and these five came in not to learn anything, but to get the certificate. In Chittagong the middle schools will supply competent gurus in any quantity. On the other hand, there is an active and constant demand for trained pandits, and the normal school cannot now supply the vacancies that arise. The middle schools of Chittagong are the worst in the division, and the strength of the normal school should be chiefly directed to their improvement. The assignment has been raised from Rs. 2,124 to Rs. 6,840 per annum—a

SPECIAL INSTRUCTION Normal Schools.

wasteful and useless expenditure if it is to be largely diverted from pandits, who need instruction, to gurus who do not.

"In Comillah school, being a school of the 2nd class, *all* the stipends are reserved for gurus, and another great opportunity is thrown away. The crying want of Comillah is good pandits; for a series of years it has suffered from bad ones, who encumber certain schools very injuriously The new head-master of the normal school is a young man of ability and vigor; if all his business is to teach gurus the rudiments of Bengali and arithmetic, there will be a ludicrous waste of power."

PATNA DIVISION.—There is a first grade normal school at Patna; at Gya, Arrah, Chupra, and Mozuffeerpore there are second grade schools; and there is a third grade school at Durbhunga. The school sanctioned for Chumparun was not at work during the year, because the school-house was given up for the accommodation of officers on famine duty.

In the Patna school 42 pupils were in training as pandits, and the aggregate number of guru pupils in all the schools was 216. Of the whole number, 206 were Hindus and 62 Muhammadans.

Several guru-training classes were also opened temporarily by district officers at sub-divisional head-quarters. Of these, the Inspector writes:—"The normal schools which were started by the authorities at the sub-division of Sewan, in the district of Sarun, in Sasseram, in Shahabad, and in all the sub-divisions of Gya, were worthless. The pandits who were appointed to train teachers did not know themselves how to teach The sub-divisional normal schools in the district of Gya have since been abolished by the district committee."

The Inspector urges that a first grade normal school is required for the large and important district of Tirhoot:—"Tirhoot has nearly four times as many middle schools as any other district; and in the absence of a department for training middle school teachers many of the middle schools in Tirhoot must suffer for want of competent teachers."

The Commissioner, Mr. Bayley, corroborates this view.

BHAGULPORE DIVISION.—There is a first grade normal school at Bhagulpore, and there are second grade schools at Monghyr and Purneah.

The Inspector reports that, under the orders of the district committee, the Bhagulpore school is not permitted to read the higher course prescribed for a first grade normal school, and that consequently the middle class schools of this division will be supplied with a class of teachers inferior to those trained in the Patna normal school. The Commissioner questions the propriety of the committee's order, and has called for a report on the subject from the Magistrate.

There were 88 guru pupils in training in those three schools, and 34 pandit pupils in the Bhagulpore school. In all, 122 teachers were in training; of whom 102 were Hindus, and 20 Muhammadans.

Besides the above, there are four aided normal schools in the Santhal Pergunnahs—three under the Church Missionary Society, and one under the Baptist Missionary Society—attended by 157 pupil-teachers, of whom 29 are girls. Of this number, 93 are Christians, 58 Santhals, three Hindus, two Muhammadans, and one a Paharia.

ORISSA DIVISION.—In Orissa there is a first grade normal school at Cuttack; and schools for training gurus only at Balasore and Pooree. There is also an aided normal school for Santhals at Santipore under the American Baptist Mission. The three Government schools contained 122 pupils at the end of the year, and the Mission school 50

The Cuttack school has been established for some years, and is a very valuable institution; but the Joint-Inspector represents that its pupils are not sufficiently practised in actual teaching.

Of the Balasore and Pooree schools, the Joint-Inspector writes:—

"*Balasore and Pooree Normal Schools.*—These schools are specially established for the improvement of pathsala teachers. This object has been fairly attained The Balasore committee write they 'consider the normal school an unqualified success.' Pathsalas visited by me both in the Pooree and Balasore districts, in charge of abadhans who had received four or five months' training in their respective district normal school, bore a striking contrast to the pathsalas in charge of men who had received no training.

"The period spent in these schools is at present rather short, but it has been sufficient to enable the abadhans to go through the course of instruction prescribed for pathsalas. No teacher is allowed to return to his school before giving satisfactory proof of his improved ability to conduct it I was particularly pleased with my inspection of the Balasore normal school, but my visit to Pooree was at a time a new batch of abadhans had come in, and I could form no opinion of the working of the school."

The Inspector, Mr. Hopkins, writes:—"The Balasore and Pooree normal schools impressed me favorably. They are well attended and popular; the masters of the Balasore school are able men. Pooree is rather unfortunate in this respect."

CHOTA NAGPORE DIVISION.—The Inspector reports that the normal school question is the most pressing one now under consideration in the province of Chota Nagpore, where, as he represents, "the schools of both the primary and middle class have been more injured by the want of proper teachers than by any other cause."

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There are aided mission normal schools at Ranchee, but no Government normal school has yet been established there. Mr. Clarke writes :—"The mission head-quarter's schools (whether called normal schools or not) give a good supply of teachers of one class, viz., aborigines, who are nearly all Christians; but these Christian aborigines are not well-suited as teachers for Hindu schools. Besides these Christian aborigines as teachers, we have hitherto depended on imported Gya Hindi pandits and on the pupils of one or two of our model schools.

"Under the new normal scheme of Sir George Campbell, a second grade normal school was sanctioned at Hazareebagh, another second grade at Purulia, and a third grade normal school at Chybassa. All these schools are ordered to spend their whole energies in training primary gurus to teach the primary course only. This scheme has not been carried out as yet"

MUHAMMADAN EDUCATION.

MUHAMMADAN EDUCATION.—It was estimated at the time the last report was written that there might then be about 80,000 Muhammadans receiving instruction in schools connected with the Education Department, and the returns of the last year show that this estimate was not far from the truth, the number of Muhammadans on the rolls on the 31st March being 81,222 out of a total roll number of 400,721. Of these, 137 were in colleges for general education, including civil service classes; 314 were in Muhammadan madrasahs; 81 were receiving professional instruction in the departments of law, medicine, and engineering, and in the School of Art; 361 were in normal schools for the training of teachers; and 80,329 were in ordinary schools of different classes, of whom 97 were girls. These 80,329 Muhammadan pupils were distributed amongst the several divisions as shown in the list below, which also gives the number of Hindu pupils in the schools of the same districts :—

		Muhammadans.	Hindus.
Burdwan	Division	5,100	82,511
Calcutta	"	589	5,822
Presidency	"	16,928	55,627
Rajshahi	"	23,811	29,706
Cooch Behar	"	1,310	1,411
Dacca	"	13,207	35,094
Chittagong	"	8,535	11,064
Patna	"	4,622	33,883
Bhagulpore	"	4,233	17,302
Orissa	"	1,299	17,117
Chota Nagpore	"	695	11,731
	Total ...	80,329	301,268

The vast majority of the Muhammadan pupils were in the lower vernacular or primary schools, in which they numbered 70,174, or 87 per cent. of the whole; 5,873 were in middle vernacular schools; 2,276 in middle English schools; and 1,909 in higher English schools; besides these 97 were girls in vernacular schools.

The Hindus numbered 224,459 in the lower vernacular or primary schools, or 74 per cent.; 36,333 in the middle vernacular schools; 18,947 in the middle English schools; 16,076 in the higher English schools; and 5,453 in girls' schools.

The number of Muhammadans in the middle and higher English schools together was 4,185 against 35,023 Hindus; thus only 5 per cent. of the Muhammadans at school were learning English against 11½ per cent. of the Hindus at school.

In the Burdwan Division the Inspector writes :—

"There are now 5,551 Muhammadan boys being taught against 2,126: the majority are educated at primary schools, but this does not indicate so much a disinclination of Muhammadans for higher class instruction, as a disinclination to send their children from home to be educated. The Muhammadan population of the Burdwan Division is about 1,000,000; there is therefore room for further improvement.

"I regret to say I cannot speak very highly of the maktabs about which we have heard so much. The masters are called munshi, ustad, or ukhund, according to the race or family in which they are entertained. He is generally very ignorant of everything; he can read Persian and Arabic with great unction; but unfortunately he cannot understand either the one or the other unless he is assisted by an Urdu key. Arithmetic and Bengali are beneath his notice. I dare say things will improve, but at present the genuine maktab is about as useless an institution as can be imagined. I am glad to say that Muhammadan boys only frequent maktabs to learn Urdu, Persian, and Arabic. They go to other schools to study general subjects.

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"The special institutions for Muhammadan instruction, given in the margin, are supported by Government, but for some reason are not under the control of the Educational Department. I believe the only reason for this is, that not being on the books of the Department, the subordinate inspecting officers ignored them. They are each of them under the control of a local committee, but the proceedings of these committees are never scrutinized or reported. The Potashpur endowment is, I regret to say, reported to be misappropriated by the Mathawali Maulvi Ali Muhammad; the subject requires investigation. The endowment of the tomb of Anwarshahid is, I am glad to see, to be brought under the control of the District School Committee."

	Government endowment. Rs. A. P.	
Potashpur Zillah, Midnapore ...	30 0 0	per mensem.
Sitapur Zillah, Hooghly .	158 12 5	"
Anwarshahid's Tomb, Zillah Burdwan	112 8 0	"

Mr. Clarke reports that in the Presidency Division the three district committees take much the same view regarding Muhammadan education, and that he agrees with them :—

"The proportion of the Muhammadan population at school is small as compared with that of the Hindu population; but if the Hindu and Muhammadan populations are divided into social classes, the proportion of each corresponding class of Hindus and Muhammadans at a school does not differ so very greatly. The lowest class of all, chasas, fishermen, &c., are nearly all Muhammadans, and do not go to school at all. The upper and middle classes do go to some school very generally, but there are few Muhammadans in these classes. Of the lower classes, next just above the fishermen and chasas, both Hindus and Muhammadans go to school in no very dissimilar proportion.

"I believe the idea of special schools for Muhammadans wherein Urdu or Persian is to be the fundamental language has been quite abandoned, and it ought to be. The mother-tongue of the mass of the Bengali-Muhammadans is Bengali, and the Bengali pathsala is the school best adapted to such boys. The lowest class of Hindus are now (1874) frequently turning Muhammadans, and there is by no means the hard and fast line between Hindus and Muhammadans that our figured reports indicate. Most Muhammadans in south Jessore will pay deference to a Brahman."

The Rajshahye Division has a very large Muhammadan population, but the Inspector, Babu Bhu Dev Mukhurji, remarks that Mussulman children do not yet come to school in proportion to their numbers, and that of those who have come to school the great majority are in the lowest stage of progress. The Babu writes :—

"Muhammadan children are in fact to be found mostly in the primary schools. That in time a more respectable number of Muhammadans will come up to the higher stages of progress is not to be doubted. But progress in education as regards a community depends almost entirely on circumstances other than those under the direct control of Government. The Mussalmans of Bengal, whatever the theory of their origin, consist almost entirely of agricultural laborers, poor and low in life. The difficulties in the way of their education rise not so much from their being sectaries as from their being poor agriculturists. In the North-Western Provinces a greater number of Mussalman boys attend public schools than (in proportion to the population) are to be found in Bengal. But religious prejudices or political indisposition have, in my humble belief, little to do primarily in keeping away Mussalman boys from the Bengal schools.

"The great efforts lately made to induce Muhammadan boys to come to schools have not, in my opinion, produced adequate results. The Urdu and Persian classes opened at all the zillah schools have only in some cases increased the attendance of Muhammadan children; in others they have almost entirely failed of their object. Some indirect effect has no doubt been produced, and the well-to-do members of the Muhammadan community have become more conscious that Government is strongly disposed to foster and promote their well-being. The great moral effect of such consciousness on their part is not to be undervalued. It will tend to increase their own self-respect and induce them to seek advancement by such courses as the Hindus have been following from almost the commencement of British rule in this country.

"I am not willing that, however inadequate the actual tangible results of the late efforts may yet appear to be, those efforts should be at all relaxed. Of all of them, however, I expect the best and largest results from the measure under which the school fees of Muhammadan children at the zillah schools are being paid from the Mohsin Fund. I think that still larger provision may be made for that purpose with the best effect, and that, if funds are not otherwise available, the great madrasah to be started at Boalia be made to do without some parts of its rich and (as seems to me) superfluous establishment.

"Madrasahs of the kind will, I believe, effect less actual good in the end than if their funds were devoted to found a pretty large number of small scholarships at our ordinary zillah and collegiate schools, with the proviso that as the funds come from a Muhammadan endowment, the scholarships are to be held by Mussalman boys only.

"I should say here that at the last vernacular scholarship examination the boy that stood highest in the division and carried off Babu Khettra Mohan Singh's prize of a gold medal, was a Mussalman lad of the Shazadpur school, in the Pubna district. I must guard, however,

against the mistake that Muhammadan boys have come into the field only of late. On the contrary, in the districts of Dinagepore, Bogra, and Pubna, where respectable Muhammadans are to be found in fair numbers and speak a purer Bengali than many of the Hindus of the lower castes, Mussalman boys have always held a respectable position in the middle vernacular schools"

The Commissioner, Mr. Molony, remarks:—

"I quite agree with the Inspector that there is no religious or sectarian impediment to Muhammadan boys attending our primay and lower class schools, though I quite think that the appointment of Muhammadans as gurus where they can be had is very desirable."

Of the Cooch Behar Division the Babu writes:—

"The education of Muhammadans does not seem to be at all a difficulty in the district of Julpigori. What the case may be in Darjeeling is not known. But the conclusion may be safely arrived at, that there is not, in these districts, as there is perhaps nowhere in Bengal, any difficulty in the primary instruction of Mussalmans, apart from what attends the education of agricultural classes all over the world."

Mr. Croft reports to much the same effect for the Dacca Division:—

"In this part of Bengal 'the masses' are Muhammadans who compose the great bulk of the cultivating class. In the southern portions of Backergunge they form over 80 per cent. of the people. Hence, though the Muhammadan population is to the Hindu as 50 millions to 3¾ millions, it is not surprising (putting aside Muhammadan prejudice) that there should be only 2·8 Mussalman boys at school for every Muhammadan thousand, while of the Hindu thousand, 11·7 boys are at school. Our educational system hardly touches the Muhammadan masses, it is true; but it is not religious prejudice that keeps them out so much as the tradition of ages. Under favorable conditions they come in readily enough, and the number of boys in lower schools and pathsalas in Dacca Division has advanced in two years from about 500 (856 are returned in 1872 for the whole circle) to 13,261. In last year's report the number of Muhammadans in all schools was 11,278; it is now 16,000 nearly The number of Muhammadan teachers has increased from 183 to 231, the increase being entirely in the guru class.

"How far we touch the middle and upper classes is unknown until we know what proportion of Muhammadans belong to these classes. The following table, comparing Hindu and Muhammadan pupils (1) as regards their social position, (2) as regards the schools they attend, may be instructive:—

Class of society	Hindus	Muhammadans
Upper and middle	18,775	2,342
Lower	24,789	13,414
Higher (including Madrasah) and middle ...	19,140	2,488
Lower	23,990	13,261
Girls	434	7

"These figures show that amongst Hindus and Mussalmans alike very few of the lower classes go in for secondary instruction; and the middle schools are attended by boys of the middle class. Of middle class pupils there is one Muhammadan for eight Hindus. One of my Deputy Inspectors, who has also been an income-tax collector, thinks that well-to-do Muhammadans hardly bear that proportion to well-to-do Hindus. If so (I have no independent means of judging), it would seem, however contrary to our expectations, that Muhammadans of the middle class send their sons to school in much the same proportion as middle class Hindus do. The small numbers who have been brought in on the Mohsin Fund (there are only 419 in all the zillah schools and the madrasah) very slightly affect the result; they only bring the proportion of Muhammadans in higher schools up to that in middle schools.

"In Fureedpore and in Sylhet maktabs abound; in Fureedpore they are of a very low class. Only six are reported as under inspection, and in these no girls. But in an inspected maktab in Bickrampore I found two girls of ten years sitting with the boys; the girls had been learning for four or five years, and read Arabic with great fluency."

Regarding the grants for Muhammadans assigned to different districts out of the Mohsin Endowment Fund, Mr. Croft reports:—

"The attractions of the Mohsin Fund are very variously estimated. In Dacca 110 boys are reading in the madrasahs; in Mymensingh and in Sylhet about 50 boys have come in to each zillah school. But in Fureedpore they hang back; and in Burrisal the number of Mussalmans at the zillah school has actually fallen from 36 to 26."

In his report on the Chittagong Division Mr. Croft writes:—

"The Muhammadans form two-thirds of the total population; of the school-going population they form three-sevenths. In the Dacca Division the Muhammadans form only one-fourth of the pupils Making due allowance for the smaller Muhammadan population in Dacca (59 instead of 67 per cent.), the fractions, when worked out, show a considerably stronger school-going impulse amongst the Muhammadans of Chittagong than amongst those of Dacca Division. Moreover I have not here taken into account the indigenous education of Chittagong and Tipperah districts, which is mainly Muhammadan. The superiority is due, I imagine, to two causes; first, that the tradition of education is much firmer, or, in other

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words, that the people are more enlightened than in those Sundarban regions which swell the Muhammadan population of the Dacca Division; and, secondly, that the Mussalmans of Chittagong are really higher in the social scale. The proportion of middle class Muhammadans at school to middle class Hindus is one to three; in Dacca one to eight. In this division it is clear that Mussalmans do not hold themselves aloof from our educational system; and the reports show that they come into the schools in continually increasing numbers. The pathsalas attract them mostly; half the pathsala pupils are Muhammadans; and it is a noteworthy fact that little short of one-third of all the pupils in the division are sons of Muhammadan cultivators.

"Yet the Muhammadans are altogether beaten by the Hindus in the educational race. Now and then we hear of a Mussalman boy winning a scholarship, but it is rarely. I cannot do better than quote the following passage (with slight alterations) from the report of the Deputy Inspector of Chittagong, which points out how heavily Muhammadans of the class that care for learning are weighted:—

"'At the age of four years and four months a Muhammadan boy first begins to learn his alphabet, being initiated by the Kaji or Miaji. The first book he begins is the *Ampárá*, the Arabic spelling-book, from which he immediately jumps to the Koran; the intention being that before entering on the regular course of study, he must utter the words of the Prophet, and consecrate himself. In this stage he continues two or three years. All this time he only learns reading; he reads the Koran without understanding a word of it. He then passes to his secular study, and takes his lessons from *Pandanámá* and *Khálekbási*, the two spelling-books in Persian. After this he reads *Baásti* and *Ghálasta*, the two books of fables corresponding to our Readers Nos. I., II., and III. These he reads with meanings, and goes on understanding as he reads. Two or more Persian books follow, and the boy is then considered to have passed his primary career. In this stage he is from three to four years: his age then comes to between 10 and 12 years. Up to this time he has learnt nothing of arithmetic; whereas a Hindu boy begins his arithmetic certainly in the third year of his study, which is generally the seventh of his age. The Muhammadan boy—*i.e.*, when he is 12 years old—begins his arithmetic, geography, and history one after another. This is for sharp and intelligent boys, and for those who actually begin their study at four years and four months; but for many who begin later, they cannot begin their arithmetic before they are 15 or 20 years old; so that when a Muhammadan boy comes to school to learn Bengali or English, which is between the age of 7 (for he never comes before he has read his Koran) and 12, he comes perfectly ignorant of arithmetic, while the Hindu boy at that age knows his village arithmetic perfectly well. The chief subject in which they (Muhammadans) are plucked is arithmetic.'"

Dr. Fallon, in his report for the Patna Division, writes as follows:—

"Taking the number of boys of a school-going age at one-twelfth of the aggregate number of Muhammadans, 3·05 per cent. Muhammadans attended primary schools, ·56 per cent. middle vernacular schools, 15 per cent. middle English schools, ·25 per cent. higher English schools, and ·04 per cent. normal schools, giving a total of 4·05 per cent. of Muhammadan boys of a school-going age who attended a school of some kind. The percentage of Muhammadans in this division was 11·5 according to the census.

"Of the aggregate percentage, ·02 per cent. belonged to the higher classes, ·81 per cent. to the middle, and 3·21 per cent. to the lower classes.

"There were three madrasahs in the district of Shahabad, one at Sasseram and two in the town of Arrah.

"The secretary of the district committee, Mr. Dé, writes—'The interests of Muhammadan education were temporarily affected by the steps taken by Government for encouraging Hindi as against Urdu, and by the remodelling of the normal school on a scale which involved the abolition of the Maulvi. The head-master reports that numbers of Muhammadans left the school, and there can be no doubt, I think, that the action of Government, as interpreted by the Muhammadan community, tended to alienate them further from Government education. In the case of the normal school, however, the Maulvi has been restored, and is engaged profitably in training Muhammadan primary teachers.' (Extract from Sarun district report.)

"There was one unaided middle school in Gya—the Behar Scientific Society's School—in which the course of study embraces Persian, Arabic, Sanskrit, Urdu, and English, with the elements of science taught through the medium of the vernacular. In this one school there were nearly as many Muhammadans as there were in 12 Government and aided middle schools, and one Government higher English school. This one fact is of more value than all the theorizing to be found in folios of reports. It sufficiently indicates the kind of instruction which must be offered to the Muhammdans if we intend that Muhammadans should be educated. Persian and Arabic is a *sine quâ non:* given these two, they have no objection to modern science if it is offered them through the medium of their vernacular."

On this the Commissioner, Mr. Bayley, remarks:—

"Dr. Fallon gives a not very promising account of education among the Muhammadans, but I quite agree in the remark that Government will get them to the Government schools just in proportion to the extent to which facilities are given for learning their own classical languages in addition to such modern learning as our schools offer."

Of the Bhagulpore Division, Dr Fallon reports :— MUHAMMADAN EDUCATION.

"Taking the number of boys of a school-going age at one-twelfth of the aggregate number of Muhammadans, 3·75 per cent. Muhammadans attended primary schools, 0·29 per cent. middle vernacular schools, 0·13 per cent. middle English schools, 0·18 per cent. higher English schools, and 0·02 per cent. normal schools, giving a total of 4 37 per cent. of boys of a school-going age who attended a school of some kind. The percentage of Muhammadans in this division was 17·0, according to the census.

"Of the aggregate percentage, 0·02 per cent. belonged to the higher classes, 0 68 per cent. to the middle, and 3·76 per cent. to the lower classes.

"There were two Khangah maktabs; one at Chak Khizr, in Begu Serai sub-division, and another at Maulagar (Surajgharrah), in the Sadr sub-division, Monghyr district. These maktabs did not furnish returns.

"In Monghyr district, of 44 pupils who appeared at the vernacular scholarship examination, 18 were Muhammadans."

For Orissa, the Joint Isnpector, Mr. Ager, reports :—

"The Mussalman population of this division is not large, and the only schools in it for their special benefit are pathsalas, which have been established under the rules for indigenous education. The number established of these schools is 12 in the Balasore district, 29 in the Cuttack district, and eight in the Pooree district. The total number of Muhammadan pupils attending primary schools is 1,130, and the number at higher and middle class schools is 215."

Mr. Hopkins remarks on this :—

"I visited several of these institutions, and can only say of them that the Koran and Arabic is taught to infants, who cannot pronounce their mother-tongue, by masters who do not understand Arabic. Uriya reading and arithmetic are not taught."

Mr. Clarke, in his report on Chota Nagpore, remarks :—

"The Muhammadans form less than one-twelfth of the population of the province. They attend the existing schools nearly in due proportion as compared with the Hindus. I would deprecate anywhere in Bengal establishing separate sectarian schools for the Muhammadans, and therefore especially would I deprecate it in Chota Nagpore. The ordinary D or E pathsala teaches the education they want in the mother-tongue they understand. The Koran, Arabic law, and highflown Persian are accomplishments which should only be added after the Muhammadans have mastered reading and writing in the vulgar tongue, arithmetic, the elements of history, geography, and useful knowledge. When they have got well hold of these necessary elements (which will take the Muhammadans some time), it will be soon enough to add the accomplishments, and Government can then consider what proportion of the cost of accomplishments they will pay for."

MADRASAHS.—The two old Arabic madrasahs at Calcutta and Hooghly have again somewhat increased their numbers. The returns show an addition at the end of the year of 19 pupils in the Calcutta Madrasah and eight pupils in the Hooghly Madrasah. Madrasahs.

The new madrasah sanctioned for Dacca was opened just before the close of the year, when it had 110 pupils on its rolls.

The other new madrasahs at Rajshahye and Chittagong were opened later, after the expiration of the year under report.

Calcutta Madrasah.—There were 172 students in the Arabic Department on 31st March. The Arabic students are mainly drawn from the districts of Eastern Bengal, while those of the Anglo-Persian Department come chiefly from Calcutta and the neighbouring zillahs. All the students of the Arabic Department belonged to the middle classes, as also did nearly all the boys of the Anglo-Persian Department. In the latter, however, there were 35 boys belonging to the lower classes, and the number of these is said to be increasing. During 1872, when the study of English and Bengali was compulsory in the Arabic Department, the number of students dwindled down to 68; but the classes began to fill again immediately after the study of these languages was made optional. A few students continued to learn English and Bengali during a portion of 1873, but now there are none who learn either English or Bengali. The course of study in Arabic is still based upon the recommendations of the late madrasah committee, but the Officiating Principal having found it rather too limited for the whole session, some additions have been made, chiefly in literature. The annual examination was held in December, and the result was satisfactory.

The number of students in the Anglo-Persian school, which is attached to the madrasah proper as a separate department, increased during the year from 375 to 432. The condition of this department is most satisfactory.

Hooghly Madrasah.—The establishment of this madrasah has been revised since the expiration of the last official year. On the 31st March there were 32 students on the rolls, being an increase of eight over the number at the same date in 1873. Of these, 30 belonged to the middle and two to the lower classes of society. The amount collected in fees was Rs. 111 against Rs. 83 for the previous year, and the expenditure was Rs. 3,635 for salaries, and Rs. 960 for scholarships, or a total of Rs. 4,595 against Rs. 5,021 for the previous year.

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Madrasahs

Twenty-three students competed at the examination for scholarships, and 16 were successful. The scholarships awarded were one of Rs. 10 in the first class, four of Rs. 8 in the second class, four of Rs. 6 in the fourth class, three of Rs. 5 in the fifth class, and four of Rs. 4 in the seventh class.

Dacca Madrasah.—The Dacca madrasah is at present rather a junior school than a college. Provision has been made in it for 30 boarders. There were several hundred applications for boardership, and 17 boarders had been accepted at the end of the year, of whom five are free and the rest pay Rs. 1-8 a month each. A large number of the boys who have joined the madrasah are anxious to read in the collegiate school, having their fees paid by the Mohsin Fund, and the madrasah committee have decided to allow all to do so who are up to the standard of the fourth class. An English teacher has been appointed in the madrasah to prepare students for this standard. On the present state of things, the Inspector, Mr. Croft, remarks:—

"It is early to predict the form that the madrasah will finally take At present about half the students are content with the Oriental course, the rest are eager to begin English at once. But the class contemplated by the late Lieutenant-Governor—a class who would pursue their Arabic studies in the madrasah and go over to the college for English and physical science—has not yet been found to exist. Those who now wish to learn English do so only for the tangible advantages therefrom resulting, and if they join the college, they join it altogether, even up to Arabic, so as to qualify themselves for the University Examinations. The madrasah is now attended by many students who are too old to learn English. But as time goes on the students will enter at an earlier age, and a much larger proportion may be expected to join the college. The Mohsin Fund will then be mainly utilized in enabling Mussalmans to learn English and not Arabic, and the madrasah will become a boarding-house for Muhammadan students. I am not sure that this was the intention either of Muhammad Mohsin or of Government, but I cannot regard the result as undesirable."

FEMALE EDUCATION

FEMALE EDUCATION.—The returns show a small increase in the number of girls' schools receiving assistance from the State. At the close of the year 1872-73 the number of schools enjoying grants was 233, with an attendance of 7,025 pupils. The corresponding numbers at the close of 1873-74 were 251 schools and 7,586 pupils, giving an increase of 18 schools and 561 pupils. At the same time, the State expenditure on girls' schools has fallen from Rs. 63,067 to Rs. 62,991, while the total outlay has increased from Rs. 1,64,659 to Rs. 1,66,409.

Besides the pupils in girls' schools, the returns show 4,616 girls attending schools for boys; of these 125 were in Middle English Schools, 174 in Middle Vernacular Schools, and 4,317 in Lower Vernacular Schools and pathsalas; of these latter, 2,069 were attending the new primary pathsalas

There were thus on the whole 12,202 girls under school instruction at the end of the year

There is nothing very encouraging to be gleaned from the Inspectors' reports under this head

Of the Burdwan Division, Mr. Hopkins writes:—

"In my report last year, I remarked that there were 46 girls' schools in the Burdwan Division, at which 1,286 girls were instructed. This year shows there are 106 schools and classes, and the number of girls instructed is 2,839; but of these, 1,077 are pupils in boys' schools. Whether progress has been made or not, it is certain that the district school committees are giving considerable attention to the subject. Some of the schools are really what they profess to be, but others are the most transparent shams. An instance of this I found in the Golsi school near Burdwan. I had heard the school spoken of in high terms by several persons, but in the very highest by the Deputy Inspector, Babu Paranand Mukhurji; and in visiting it I expected to find a fair school, but to my confusion I found a school of 22 infants of five or six years of age, where the pupils are not only taught gratis, but also supplied with books and slates gratis. A pandit, paid Rs 22 per mensem, conducted the studies in school; and a mistress, paid Rs. 15 per mensem, who never entered the school, was said to teach the children at her house. The school has been established some time; none of the children can read or write. This is only one instance of girls' schools in the mofussil about which there is much talk, but really nothing is done. The girls frequenting the schools in the neighbourhood of Serampore and Uttarpara are well taught, but how much of their knowledge they acquire at school, and how much at home, I should be sorry to estimate; but as far as I can gather, home instruction is much more fruitful and efficient than that obtainable in schools. The Katwa girls' school is highly spoken of, and three or four of the girls in the Kachiakol school read the vernacular scholarship course.

"The chief authority on the subject of female education in the Burdwan division is the Hitakari Sabha, the 11th report of which body is now before me, in which the inaction of the district school committee in not granting special scholarships for girls' schools is made a subject of comment, as well as some of my own comments in last year's report. Some of the working members of the society are on the district school committee of Hooghly, and it is for them to propose in the form of a resolution in committee the action which they wish taken. At present I am not at all sure that amongst parents an earnest desire for female education exists in Bengal; if there be this desire, there are no mistresses Pupils in

crowds, attracted by novelty, would not be wanting if female teachers were forthcoming, but I question much whether the schools would survive thier novelty. The best place for girls to be educated, or more properly those girls we are invited to assist in educating, is at home.

"I may here remark that there is nothing in the rules sanctioned by Government to prevent girls competing in the primary or vernacular scholarship examinations."

In his report on the Presidency division Mr. Clarke remarks :—

"On this topic the three district committees agree—and I agree with them myself—we are advancing very little and are not likely to advance more. In this country when Government once recognizes caste, it delays the date of the ultimate breaking down of caste; and when Government, by granting large money grants to Zenana Missions, once recognizes that it is the right plan to keep women looked up and to have secret schools for them, the date of the emancipation of women is put off by such authoritative recognition of the existing system. Moreover, owing to their expensiveness, Zenana Missions can never be much extended; they will always be insignificant in their operations in comparison with the work to be done.

"The girls' schools are nearly all for infants, and are principally popular as affording feather-bed posts for pandits, members or friends of the families promoting such schools

"There are only two systems of female education which, in my opinion, deserve encouragement. The first is that of girls (infants) in boys' schools, by which we really are educating a considerable number of infants at small cost; the second is that of schools for big girls (over twelve years old) under Brahmo influence *open to inspection*. These unfortunately are the very schools that Government at present hardly supports at all."

Of Calcutta he writes :—

"There are Zenana Mission schools for girls under 12, and schools attended by some girls above 12 and open to inspection. The Zenana Missions get large grants, one drawing Rs. 750 a month. As their work is not open to inspection, no report of it can be submitted

"The Bethune Girls' School, though included in this report, is not in any way under the Presidency Circle Inspector. I may hazard, however, the remark that the excellent buildings and large endowment should now be expected to give a large result. For Rs. 50 a month Government money and no buildings, a girls' school (of children under 12) may be kept having as high a standard in Bengali education as the present Bethune School.

"The schools open to inspection of girls above 12 seem to me the girls' schools most deserving Government support. I consider that in this country so much stress is laid on Government recognition that it is very questionable whether Government should subscribe to a system which admits that it is necessary to keep women locked up and to teach them (if at all) in secret. Such a system (as a means merely of leading to something better) may be a wise experiment for missions to support, and for private individuals to subscribe to; it is, in my opinion, doubtful whether such means should be stooped to at all; but I consider that the sanction of such means by Government must, in this country, do far more general harm than the little local gain.

"When the Bethune School was founded, it was next to impossible to get girls (even below 12) to school at all; and the employment of large funds and of the main Government expenditure on this was right enough; but there is now little difficulty in getting girls below 12 to school; and our main resources should be spent on the higher object of getting girls over 12 to school."

The following is an extract from the report of the committee of the Bethune School of which the Hon'ble J. B. Phear is President :—

"The number of children upon the roll of the school at the present time is 72, but during the year it has been as high as 81. The committee attributes the diminution in a great degree to the operation of the new rules, which makes the payment of an entrance fee of Rs. 2, and a monthly schooling fee of Rs. 2, compulsory in all cases, unless the committee, for special reasons, otherwise orders. Although the native gentlemen of Calcutta have come to desire that the girls of their families should be instructed, they naturally prefer getting the instruction which they think sufficient for them, if they can so get it, gratuitously or on the payment of a small sum, instead of paying so substantial a fee as Rs. 2 per month. And there are many schools in the neighbourhood of this place, maintained by missionary or private enterprise, where a girl will be received and taught for as little as 4 annas a month or even for nothing. The fact that the Bible necessarily has a prominent place in the course of a missionary school is not much regarded even by orthodox Hindus in the case of young children. Notwithstanding these considerations, the committee has reason to think that the education afforded by the Bethune School is especially valued in the families of the upper classes of society in this city, and that the numbers of the school will soon be increased."

Babu Bhu Dev Mukhurji reports for the Rajshahi Division :—

"The number of girls' schools and of girls attending them in the Rajshahi Division is, respectively, 45 and 658. Besides these there are 521 girls who attend the boy pathsalas in the several districts. Female education therefore stands very much where it did. There is no doubt, however, that it is making some progress, though slow, with the advance of male education. In respectable households, where any knowledge of English has at all entered, the girls are usually taught to spell and to scrawl a little; and where fathers and brothers or

FEMALE EDUCATION.

husbands happen to be men capable of speaking and writing English, the education of daughters, sisters, and wives makes respectable progress; the number of newspaper-reading ladies is steadily, although but very slowly, on the increase.

"The Chandra Nath Female Normal School at Boalia holds at present three or four students who can well take charge of girls' schools or of zenana teaching. As yet no opportunities have offered of employing them.

"Provision was first made in 1864-65 for teaching girls in pathsalas along with the boys that attend there. The system was recommended by me as likely to prove effective, and as far more economical than aided schools for girls. I am afraid, however, that at present, with our inspectorial arrangements totally disorganized, not much is being done to keep up the system. The number of girls attending boy pathsalas was in the year under report 251 only."

In the Cooch Behar Division—

"The number of girls' schools in the two districts is seven, and their aggregate roll-number 78. There are, besides the above, 48 girls attending the boy-pathsalas."

Regarding female education in the Dacca Division, Mr. Croft reports:—

"Small as the numbers are, a considerable advance is recorded. There was 966 girls at school, against 394 in the previous year; of these, 526 were in 30 girls' schools; the remainder reading with the boys. In the new applications for aid, I have generally tried, where there was a boys' school in the same village, to unite the two, and often with success. In some cases prejudice was too inveterate to submit to a rough assault of this kind, and a concession has been advisable. But the number of girls that read with the boys is a sufficient proof that obstructiveness merely, and no more respectable motive, enforces the objection.

"There is one adult female school in Dacca town; it educates six wives of advanced Brahmists, and (with its attached infant-school) costs Rs. 600 yearly. In its present form I consider it a costly and not very successful experiment. They are taught English by a native Christian woman and Bengali by a pandit. I do not look upon their English education as of much value; and the pandit is an obstacle to the success of the school. Respectable people, I am assured, do not mind the occasional visit of an inspecting officer; but they do object to their wives sitting continually with a strange man. The difficulty is to get a female teacher who knows Bengali well. Unless this can be done, I look upon the school as a bold experimemt, finding some doubtful favor with a small sect whose principles lead them to applaud venturous enterprises, but regarded with simple indifference by the mass of those whom we wish to influence.

"There are three zenana education associations in this division—at Dacca, at Burrisal, and at Mymensingh. All these have now come up for a grant of Rs. 100 or Rs. 150 yearly, against an equal local contribution. They take for granted a certain amount of home-teaching in the houses of educated persons, and their object is to encourage and develope that teaching by holding yearly examinations and awarding prizes and scholarships upon the result. The committee set the questions and the candidates answer them in their own houses under the eye of a responsible guardian approved by the association. All these associations are now supported, and have been for some years, by the leading educational and professional men of the places. The weak point of course is the privacy of the examination, and people in consequence call it a hole-and-corner proceeding. But if the character of the promoters is duly looked to, and if reasonable precautions are taken to keep the examination pure, I think that this is about the most useful way in which we can spend money on the education of grown women. If we could bring them out of their holes and corners, so much the better, but I see little prospect of it. An association of this kind is in one respect better than a school, in that its influence extends over a whole district. As I have lately defended the scheme in a long letter to Government, I need say nothing further now."

Of the Chittagong Division, Mr. Croft writes:—

"There is one aided girls' school (in Noakholly) with 13 pupils, and three unaided with 36 pupils; one of the latter (in Chittagong) has now received a grant. There are also about 100 girls reading with the boys in pathsalas and other schools School education for girls finds little favor therefore, but of the two alternative methods, that of mixed schools has decidedly the advantage. In the absence of any general desire for female education, girls' schools must be costly and unproductive. The education given in them is, at the best, woefully incomplete, since the girls leave just when they might have a chance of learning something. It would be a cheaper course to give a money-reward (so constantly advocated by Mr. Clarke) for every girl in a boys' school that came up to a certain moderate standard; and the girls would reach that standard in a shorter time, owing to the superior discipline of the boys' schools. On the question of social prejudice, the Deputy Inspector of Chittagong's figures will help us. He finds that of the 1,480 indigenous schools 345 are mixed schools, and over 1,000 girls are educated therein.

"I agree with the Deputy Inspector of Tipperah in advocating moderate support to zenana education agencies. They exist and flourish in Dacca, in Burrisal, and in Mymensingh, and have been recommended for grants of Rs. 100 or Rs. 150 a year each. (Dacca has just got its grant.) The principle in all is the same; a certain amount of home teaching by

persons of education is assumed to exist, and papers are set by the managing committee of the association in subjects which have been previously notified. These subjects include standard Bengali literature, history, geography, and arithmetic. The candidates answer the papers in their own homes under the eye of a responsible guardian Scholarships and other prizes are awarded upon the result of the examination. If the committee are persons of position and character (as they have conspicuously been in all cases within my experience), and if reasonable precautions are taken to secure a real examination, I am very willing to utilize such an agency. It is quite clear that the existing official machinery is inapplicable to the education of grown women, and it is worth while to use such machinery as exists, even though it may not be the best. To my mind it is of little importance how high the education goes; it is of enormous benefit to young children to be nurtured by mothers who have imbibed, in any degree whatever, an intellectual atmosphere

"In Tipperah district, 38 zenana candidates sent in their names for examination last year."

In the Patna Division, Dr. Fallon notes:—

"The only girls' schools in the division were St. Joseph's Convent at Bankipur, attended by 174 pupils, Bankipur Aided School for Bengali girls, attended by 14 pupils, and a Mission school at Chuprah with 18 Hindustani pupils. There is also a native girls' school at Bettiah, of which the district report of Chumparun has omitted to make any mention.

"On this subject, I will quote from my report of Shahabad district:—

"'There are no female schools and no private teaching of girls in families in this district. In large villages, however, among the Kaiths, girls are usually taught Kaithi-Hindi by the elder sisters or some near female relation. No arithmetic is taught. Sometimes an elderly widow may be found reading the Ramayan as a holy work, without understanding the meaning of the words. The natives have a superstitious fear that women who learn to read and write soon become widows. They have a saying that it is an ill omen for three persons in one house to use pen and ink at the same time (the father and son counting as two). Muhammadan women commit to memory texts from the Koran, without understanding them, as a work of religious merit. The art of writing is unknown among them.'

"In Tirhoot alone an attempt to get up native girls' schools was made by the Deputy Inspector, Maulvi Abdul Rahim. Four girls' schools were opened by the Deputy Inspector at Mozufferpur, Hajipur, Bodhanpara, and Manikpur, respectively. The first two schools were supported out of the reward fund, since disallowed, and the last two from the pathsala assignment."

Of the Bhagulpur Division, he writes:—

"The only girls' schools in the division were one aided school in the Sonthal Pergunnahs, under the Church Missionary Society, attended by 24 native Christian girls; six girls' schools in Purneah, said to be attended by 90 Muhammadan girls; one aided Bengali girls' school at Bhagulpur, attended by 14 girls; and one girls' school at Bhagulpur, under Christian missionaries, attended by 70 pupils. The last named school is really a good school. A full account of this school was given in the Inspector's annual report for 1872-73."

Of Orissa, Mr. Ager reports:—

"No actual way has been made in this department during the past year, nor will much progress be effected in female education in Orissa, until more of the religious and social prejudices are rubbed off from the male population. The Uriyas are very shy of sending their girls to public schools, and take them away at a very early age to marry them. There are, however, a few most useful schools in this division, viz., the Mission schools at Cuttack, Pipli, and Jellasore.

"Besides the attendance at the girls' schools entered in the returns, the Deputy Inspectors report classes of girls reading in the pathsalas. In the Pooree district seven girls only attend pathsalas; in Cuttack 39 girls attend pathsalas. There is besides a girls' school conducted by the nuns of St. Joseph's Convent, with an attendance of 50 girls. The Balasore Deputy Inspector reports a school at Sunhat for girls, but does not give the attendance. All these may be regarded as flickerings of light, which, when generations shall have passed away, may blaze forth into the full day of Uriya female enlightenment."

In the Chota Nagpore Division the missionaries have had some success in the education of girls belonging to the non-Aryan tribes. Mr. Clarke writes:—

"There are in the province two or three schools for Hindu girls below 12 years of age, promoted by sojourners.

"The only real commencement of female education in the province is due to the missions, who get up the Christian girls to their schools. The girls in the Anglican Mission School are educated up to Rule-of-Three. In all the Mission schools they learn something of civilized life, and Colonel Dalton, in his 'Ethnology of Bengal,' remarks on the propriety of their demeanour and subsequent conduct as compared with that of their un-Christianized sisters

"It should be remarked that, though the Chyebassa district committee has been as successful as the missionaries in establishing pathsalas among the aboriginal tribes, they have entirely failed in getting any of the girls to their 'unsectarian schools.'"

GRANT-IN-AID RULES.

GRANT-IN-AID RULES.—A special report has been called for by the Government of India on the working of the grant-in-aid rules as recently revised, for which information is being collected from the various local authorities, meanwhile some extracts bearing on the subject may here be quoted from the reports of the last year.

Mr. Hopkins in his report for the Burdwan district writes :—

"The new rules differ from the old in many respects. Under the former, applications for grants were made to the Inspector; it is now optional with the managers to make them to the Inspector or to the Secretary of the Local Committee. If they are made to the Inspector, he at once makes his comments on the applications and forwards them to the committee, or calls for further information, on the receipt of which he adopts the same course. The committee then makes its recommendation and returns the applications to the Inspector for submission to the Commissioner, who passes them on to the Director. This procedure is rather cumbersome, and is still more so when the applications are made to the Secretary and considered by the committee in the first instance. The rules direct the consideration of all applications for renewal before the beginning of each year, so as to be included in the grant-in-aid budget. The grant-in-aid budget is due for submission on the 15th of January; renewals ought therefore to be considered before the 15th of January. The end of the year is practically the 15th of January, if the rules mean anything.

"Paragraphs 5 and 6 of the rules are not particularly definite, whilst paragraph 7, which makes fees in all grant-in-aid schools compulsory, does not allow the Inspector, who is the only officer who has really any voice in the matter, any authority to exempt any pupil from payment of fees"

There are many complaints that the grant-in-aid allotments for this division are insufficient.

Mr Clarke, writing of the Presidency Division, remarks :—

"The three district committees are agreed that the present way of obtaining sanction to grants-in-aid is unnecessarily cumbrous; I agree with them. The submission of an annual budget by each district committee may be convenient as a general overhauling of liabilities and means, but its requiring sanction or gazetting is quite unmeaning and causes much labor to no purpose."

Babu Bhu Dev Mukhurji, in his report for the Rajshahye Division, writes as follows :—

"The district reports have, I fancy, departed in some measure from the intention of the above heading in the Director's circular. They have discussed the advantages and disadvantages of the grant-in-aid system in general, and not confined themselves to reporting upon the actual results of the rules under that system which have come into force."

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"I shall not waste time in going over matters which, I think, I have more than once discussed at length in my reports of past years. Sufficient to say that some small abuses still linger here and there; that the greater abuses, which never existed to the extent cried out, have entirely disappeared; and that the noble principle of the system has been understood by the better informed classes of the native community, and has taken root in the country

"I pass on to the actual working of the present rules. I beg humbly to observe (1) that the present procedure is most uselessly cumbrous and dilatory; (2) that some of the rules are not acted upon, simply because if acted upon they would lead to no useful practical results; (3) that the grant-in-aid accounts are not as well checked now as they used to be.

"As remedies to those evils I would suggest, first, that only the renewal of grants be made on the present procedure under which applications pass and repass between the Deputy Inspector, the Committee, the Inspector, and the Commissioner before they come to the Director; but that all fresh grants be made in the way they used to be made before the new rulings I would suggest, secondly, that no grant-in-aid bills pass without pre-audit by the Inspector. The effect of the above changes will be a more smooth and healthier working of the system, and a real check over the accounts"

The change here recommended in the passing of the accounts of aided schools has been sanctioned by Government since the expiration of the year under report.

Mr Croft reports, in writing of the Dacca Division :—

"By one district officer the rules are thought to involve 'needless circumlocution and delay'; and he is of opinion that the district committee should have authority to allot grants without reference to any one else. I cannot fall in with his views. I have found the district committees of very great service to me personally; and I believe that Government is working much less in the dark when a grant is recommended by a district committee and a magistrate with complete local experience. It is also true that an application for a grant is not disposed of as speedily as it would be if the district committee were the sole authority, or as it was when the Inspector was the sole medium; but I cannot doubt that the intervention of the Inspector tends to the economical working of schools. I have found that, as a rule, district committees pass, without criticism, a disproportionate amount for collateral expenditure.

School managers often put these items at an exorbitant figure, because they are not bound to spend the money (as they are the teacher's pay), and the fictitious outlay entitles them to apply for a higher grant It is an important part of the Inspector's work to look after these obscure charges, and the amount I have so cut down in the new applications would provide for, I dare not say how many schools. In this respect the vigilance of the district committees cannot yet be completely trusted. GRANT-IN-AID RULES.

"On the point of delay, it must be remembered that this has been the first occasion of giving grants under the rules. A very large number of applications has been received, and at various times; the procedure is new and involves many references, and it could not be expected that the district committees would deal with all punctually, or see that all were forwarded in proper form. When there has been unusual delay, it has arisen not from the rules, but from the neglect of them. If the joint action of the Inspector and the committee is to continue, the modifications that I have to suggest are so slight that they may be thought hardly worth making They are these:—first, that applications from schools should be forwarded, not through the district committee, but in all cases through the Deputy Inspector to the Inspector, who should return them with his opinion to the district committee. The other practice has been the cause of much delay. Secondly, that after the grant has been once given, much needless reference to the district committee might be avoided. It now rests with that body to say whether a school may alter its establishment by a single rupee, or whether so-and-so may be accepted as secretary, or as member of the committee All these things are matters of mere routine, and should be left to the Inspector, whose business it is to overhaul school accounts, and to whom, at any rate, the district committee will have to forward the necessary information, or the bills will not get passed."

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"Leaving now the question of machinery, I turn to a much more important matter—the grant-in-aid finances. By the orders of 24th July 1873, the total allotment to the five districts in this division was raised from Rs 43,000 to Rs. 63,000. The bounty of Government has been thoroughly appreciated. Remote villages have started into new life, formed committees, raised subscriptions, and sent in applications for aid. For many years past grants-in-aid had been altogether stopped for want of funds. Since the new rules, the principal work of the district committee has been considering applications and assigning money. In Dacca district 39 new grants have been sanctioned; in Fureedpore 19; in Backergunge 8; in Mymensingh 14; in Sylhet 8. The aided schools in fact have been increased by nearly one-half (the returns, it must be understood, give no indication of the vigorous development of aided schools during the year, since Government sanction was not given to the grants until after 31st March 1874). The chief push has been made in middle education. Dacca divides its attentions equally between English and vernacular; Mymensingh, hitherto most advanced in English, now fosters vernacular schools; Fureedpore does the same (its English schools are numerous but indifferent); Sylhet advances cautiously on both lines. Backergunge has, wisely in my opinion, laid out its funds mainly in improving existing schools, and has given few new grants. Of new girls' schools, Dacca has aided three and Burrisal two.

"The money has been administered with great care; and the orders of Government, that grants should generally be reduced on renewal, have been duly attended to. In the most advanced district, Dacca, out of 39 old grants, 21 have been reduced, nine stand as they were, and only nine have been increased. In Mymensingh five have been increased, while 20 are either stationary or reduced. Backergunge, as I before said, has spent its money chiefly in improving existing schools; out of 21 renewed, it has increased the grants of 10 and reduced only two. And everywhere the bulk of the reductions has been confined to collateral expenditure.

"Dacca district has now allotted every rupee of its grant-in-aid funds, has had to reject numerous applicants already, and has no certainty of being able to aid a single new school for years to come. I wish to draw particular attention to the following figures, which show in round numbers the grant-in-aid assignment to each district, and the amount allotted by each:—

District.	Allotment.	Amount placed out
	Rs.	Rs.
Dacca	20,000	all
Fureedpore	10,600	9,000
Backergunge	11,400	9,800
Mymensingh	13,000	10,000
Sylhet	8,000	4,500

Fureedpore and Backergunge have fair margins with which to aid fresh applicants. These they may rightly keep; for Fureedpore is a poor district, and Backergunge has hardly yet begun to aid new schools. On the other hand, Mymensingh is not poor, and it has already aided the greater portion of those that may be expected to apply. Sylhet is very poor; but aided schools will not spread there with great rapidity. Out of the Rs. 6,000 or Rs 7,000 which these two districts have to spare, I would press upon Government the necessity of helping Dacca with Rs. 2,000 or Rs. 3,000. The district committee is in the

GRANT-IN-AID RULES

sorest straits for money to help deserving schools, and it should not be forgotten that while the new schedule of allotments (appendix to the rules) presented Mymensingh and Sylhet with Rs. 4,000 and Rs. 5,000, respectively, over and above their actual expenditure, not one pice more is now allotted to Dacca than it had to spend in 1872.

On this the Commissioner notes :—

"The system of allotment of graint-in-aid money, in my opinion, needs considerable modification. The so-called encouragement of learning in backward districts is carried too far when it is made the ground of equal allotment of money on this account to Dacca and Sylhet. The Inspector shows by figures how unevenly this arrangement works in the two districts, and makes out a strong case for doubting its operating in the direction desired by its projectors even"

A re-distribution of the allotments is also recommended by Mr. Croft for the districts of the Chittagong Division :—

"By the new rules the total grant-in-aid allotment to the division was raised from Rs. 8,500 to Rs 15,500: for the last few years no new grants had been given. The liberality of Government has met with a ready response, most notable in those districts in which middle education (which chiefly depends upon the energy and enterprise of the people) has hitherto languished. In Chittagong eight new schools, English and vernacular, have come into existence and received aid, raising the number by one-half. In Noakholly we find four new vernacular schools. In Tipperah one middle English; three other applications have, however, come before me since I began this report. The grant-in-aid system had been more fully developed in Tipperah than in Chittagong, and there was less room for expansion.

"The following table compares the old allotment, the new allotment, and the amount of grants sanctioned by the district committees :—

District	Old allotment.	New allotment.	District Budget.
	Rs.	Rs.	Rs.
Chittagong	... 2,808	5,000	4,956
Noakholly	... 2,115	3,000	3,057
Comillah	... 3,636	7,000	4,376

"Chittagong and Noakholly have placed out all their money, the latter has even exceeded its assignment (the excess will be recovered from savings), and, notwithstanding the strictest economy, has been compelled to refuse aid to applicant schools. Tipperah, on the other hand, has a margin of Rs. 2,500. The district assignments were originally made experimentally, and to a certain extent in the dark. I am of opinion that a re-distribution within the limits of each Commissioner's division might now be considered. If such a revision were made out of the surpuls at the disposal of Tipperah, Rs. 500 might be transferred to Noakholly, and at least Rs. 500 to Chittagong."

In Behar the allotments are far in excess of the demands made upon them, notwithstanding the exceptional liberality of the terms on which grants are offered to schools in this province.

Of the Patna Division, the Inspector writes :—

"In the district of Chumparun no application was made during the year for a grant-in-aid, and there was no aided school in this district. Chumparun is by far the most backward of backward districts. I should recommend for this district twice the maximum grant which is allowed to backward districts under the rules. Even then the chances are that there would still be too few applications for grants. The experiment may be tried with perfect safety. Whenever the applications for grants might be in excess of the allotment for the district, the maximum could be lowered.

"The fact that none of the districts had been able to spend their grant-in-aid allotments, clearly shows that the maximum fixed for the backward districts of Behar is still insufficient for its purpose. Tirhoot district had expended only Rs. 4,368 out of an allotment of Rs. 14,000; Patna district had spent only Rs. 2,880 out of Rs. 8,000; Shahabad district had spent Rs. 2,460 out of Rs. 7,000; Gya district had spent only Rs. 888 out of Rs. 7,000; and Sarun and Chumparun had spent nothing at all out of their respective allotments of Rs. 7,000 and Rs. 4,000."

The Commissioner remarks on this :—

"I commend the remarks on the working of the grant in-aid system in these districts and shall be glad if the Director of Public Instruction can recommend any further concessions in this direction."

I am not, however, satisfied that further concessions can be made with justice to the claims of the more open-handed inhabitants of other districts. The principle of the grant-in-aid rules is that those shall be helped who are willing to help themselves.

In the Bhagulpore Division, the state of things is much the same as in the Patna Division, except in the Santhal Pergunnahs, where the allotment is mainly taken up by the missionary bodies at work amongst the Santhal population.

The Inspector reports :—

"In the Bhagulpore district three applications were made at the close of the year for grants-in-aid for Banka middle class English school, Bhagulpore lower class vernacular school, and Bhagulpore girls' school, respectively, and the sanction of the Director was obtained after the close of the year under report. In the Purneah district there was only one aided school since 1864, but during the year under report three more middle class English schools were opened, and an application for one more aided school was made after the close of the year. In the Santhal Pergunnahs nearly the whole amount of the grant allotted to this district was absorbed by two aided higher class schools, three aided middle English schools, 70 lower class vernacular schools, one night school, one girls' school, and four normal schools. GRANT-IN-AID RULES.

"In the Monghyr district the rules do not work well. During the year under report a grant of Rs. 45 was sanctioned by the district committee for Jamui middle class English school, and another grant of Rs. 75 per month for Chaurah middle class English school; but it does not appear that these grants were taken up. A grant of Rs. 65 a month was made to the Baptist Mission school at Monghyr, to commence from 1875."

In the Purneah district "instead of only one aided school there are now four such schools, and an application has recently been made for a grant to a fifth school."

"The Santhal Pergunnahs had expended Rs. 9,938 out of an allotment of Rs. 10,000; Bhagulpore district, Rs. 1,932 out of an allotment of Rs. 7,000; Purneah, Rs. 2,004 out of an allotment of Rs. 6,000; and Monghyr, Rs. 1,488 qut of an allotment of Rs. 7,000."

Regarding the working of the grant-in-aid rules in Orissa, the Inspector, Mr. Hopkins, reports :—

"The committees in working these rules rather worked against the Inspector than with him, and the consequence was that at the end of the year when the committees had to take stock of their funds and submit a budget, it was found that large sums had been advanced to schools without the sanction of Government, which the rules require.

"In Balasore all existing grant-holders applied for renewal on more favorable terms. At first these renewals were approved by the committee, and I was invited to approve them too; this I refused to do for reasons which I gave on the face of the applications which I returned to the committee. After this I heard no more of the grants or applications until I visited Orissa in March, when I found that the committee had usurped the whole authority of disposing of the funds, and the Commissioner very kindly took the matter into his hands, and, after a little correspondence, unravelled the tangle and obtained the Director's sanction to the grants already paid with modifications from the 1st of April.

"In Cuttack they managed better, as also in Pooree, with the aid of the Joint-Inspector.

"I cannot say that I think the grant-in-aid rules work well in Orissa. The Joint-Inspector complains that the committees take no notice of his reports and suggestions; if he reports a master inefficient, for some reason or other, the culprit is not dismissed, nor do the committees pass any orders on the report; this I believe is owing to the scarcity of masters more than to the disinclination of the committees to improve matters. Owing to the fact that I do not receive the proceedings of the committees, I am not able to give a *précis* of their operations in administering the grant-in-aid fund.

"The total grant to the districts of Orissa is Rs. 17,000; the total sum appropriated last year was Rs. 11,786-11-8."

From his remarks on the Joint-Inspector's complaints the Inspector has apparently forgotten that, under Sir George Campbell's Minute of the 30th September 1872, it is for him to act in these cases and not for the district committees. The orders on this point are clear :—

"The district committees having assigned the grants will not have authority to interfere with the local committees or other managers of these schools. *The inspecting officer will as now see that the conditions of the grant are complied with*, and subject to these conditions it is the wish of the Government to leave the local management of aided schools as unfettered as possible."

In the Chota Nagpore Division, as in other backward districts, the allotments cannot be spent. The Inspector reports :—

"The difficulty in Chota Nagpore, under these rules, hitherto has been to put out the money, and except by the aid of Missions and other exotic institutions, very little could be got out. There is no difficulty in Chota Nagpore concerning fraud upon the rules."

From the above extracts it will be seen that there are grounds for recommending a simplification of the procedure prescribed in the present rules, and that some revision of the allotments assigned to the several districts is certainly called for.

INSPECTION.—Regarding the work of inspection and the duties of inspecting officers, some remarks of more or less importance, and a few useful suggestions, may be quoted from the several reports. Mr. Hopkins notes :— INSPECTION.

"During my tour in Jehanabad and Bud-bud, as well as in Midnapore, I found that the Principal Deputy Inspector never communicated to Sub-Inspectors changes made in the

INSPECTION

schools in their circles and in Burdwan. This omission was attended by little short of disaster, for some of the best grant-in-aid schools in Jehanabad were temporarily closed because the grants were not renewed. I am strongly of opinion that it is desirable to relieve all deputy inspectors of office work as far as possible, unless they are closely supervised by the district magistrates; for, not being used to such work, they waste much time which might be valuably employed."

* * * * * * *

"The civil authorities have exercised a most beneficial influence on this branch of the Educational Department. More than three times the work of the previous year has been performed; and not only has greater activity been shown, but also a more methodical system of working has been enforced, as will be seen from a comparison of the mileage of the last with that of the previous years."

Mr. Clarke comments on the pressing want of additional sub-inspectors in proportion to the large increase of schools receiving State grants, and laments the time devoted to office duties by the district deputy inspectors :—

"A large increase in the number of the sub-inspectors of schools is required in the 24-Pergunnahs, where two sub-inspectors have respectively 294 and 320 schools to visit. It is desirable to employ a higher class of sub-inspectors than men on Rs. 30 or Rs. 40, both because these sub-inspectors are entrusted generally with the payment of the pathsala teachers, with no real check upon them, and because they are required in general to examine the schools *of every class* in their own sub-division. I now see a sub-inspector examining a school and reporting on it in the visitors' book in English that would amuse the boys in the upper classes of the school. This kind of inspection can have small weight.

"Sir George Campbell found six inspectors of schools doing very little inspection, but largely occupied at their head-quarter offices with bills. Their bill-work was consequently transferred to the magistrates and district committees, which means really to the district deputy inspectors. The result has been that the six inspectors inspect very little more than before, while there are some 30 district deputy inspectors tied in a great measure to their head-quarters, bill passing also. This the 24-Pergunnahs committee again wish altered."

On this Lord Ulick Browne remarks :—

"I applied for more inspectors for the 24-Pergunnahs some months ago, and I am informed that a general scheme is under consideration, which will provide sub-inspectors of a better class than the men in the present lower grades. This will, no doubt, be an improvement, but what I think is wanted still more is an increase in the superior inspecting agency in the shape of assistant inspectors of circles. The additional cost of such appointments would be a difficulty, but I am confident that the money would be better spent in salaries to such officers than in giving gurus Rs. 2-8 instead of the boys' parents giving the same amount, or in aiding other schools that have got on hitherto without aid."

The Rajshahye Inspector, Babu Bhu Dev Mukhurji, reports that he has begun to introduce a system of central examinations for primary schools like those which obtain in the North-West Provinces and the Punjab.

"At these examinations the deputy and sub-inspectors brought together pathsalas from easy distances. As might be expected, however, the examinations could not be conducted as easily and smoothly as they are where deputy inspectors, teachers, and boys have been long accustomed to the system. In the north-west 50 little schools would come together and form one large school, say of 500 or 800 boys, within a few minutes without noise or clamour or confusion. In my examinations here it took me often half an hour to explain to the deputy inspectors and the teachers what was required of them, and for them to make 150 boys, say from five or six different pathsalas, to stand in an orderly manner and without quarrelling with and jostling each other, proved sometimes a matter of considerable difficulty. But I hope it will be better next time. Then in the north-west the boys that come to the central examinations bring invariably their books and slates or other writing materials with them. I found in my central examinations that the boys usually came quite unprovided. As for progress in studies there was but little to see. In an assembly, say of 200 lads of ages varying from 8 to 18, 10 could read fluently from printed books, write from dictation, and answer pretty-difficult questions in arithmetic and bazar accounts; 50 more could spell through their primers, and answer questions from the multiplication table; another 50 or 60 could show that they were learning to scrawl letters and figures; the rest did not seem to be learning anything.

"I went over all the districts of the division during the year, and while I examined at central spots in the manner above described 468 primary schools, which brought before me 8,063 boys, I saw also at their own places 126 aided schools, and examined in them 3,726 boys. I saw also all the six zillah schools in the division. I was out in the districts from June 1873 to March 1874 with two interruptions of about three weeks at a time during the last Dusserah vacation, and also in the month of January."

The Commissioner, Mr. Molony, writes :—

"As mentioned in my remarks submitting the report last year, I made an application for a large increase to the then existing inspecting staff, but it was not found possible to

comply with it from want of funds. During the year the staff has been somewhat increased in numbers by the appointment of sub-inspectors on lower pay to all vacancies, but it still stands far below what it ought to be in numerical strength.

"As regards status and efficiency, as far as the more advanced schools are concerned, we have probably lost ground, as it is impossible to command the same standard of qualification for half the pay.

"While on the subject of inspecting staff, I may say that I think it would be well if it was more distinctly understood that the deputy inspectors and sub-inspectors were directly under the Inspector's orders in the mode of conducting professional details, so to speak. At present they are rather too apt to look only to the Magistrate of the district."

Mr. Croft presses for the appointment of more sub-inspectors for the Dacca Division:—

"I have seen enough to convince me of the need of increasing the inspecting staff. Quite independently of the increase in the number of schools, deputy inspectors are now much confined to head-quarters, and can do less inspecting work than before. Every one agrees that the new pathsalas must be closely looked after and should be inspected once a quarter at least. This, as a rule, deputy and sub-inspectors righteously endeavour to do; but when, as in Sylhet for example, each inspecting officer has over 100 schools to attend to, it becomes an obvious impossibility. In Backergunge the Magistrate wants to withdraw altogether from the Sundarban sub-divisions, in order to concentrate his inspecting staff on the Sadr, where the schools cannot be pushed because the men are hopelessly inadequate to the work to be done. In each district report I have pointed out the additions that I think necessary."

On the whole Mr. Croft asks for nine additional sub-inspectors for the Dacca Division, and six for the Chittagong Division.

Of the latter division he writes:—

"In the district reports I have pointed out in detail that the inspecting agency is lamentably inadequate to the work. Every pathsala ought to be visited once a quarter at least, and at that rate we want an inspecting officer for every 50 or 60 schools. An impression, I find, is abroad that when a pathsala grant is once given, no further trouble is taken about it; that the bread is cast upon the waters in the hope that good will come of it somehow. This unfortunately is too often the case; not from neglect, but from dire necessity. In Comillah, for example, the dangerous experiment is being tried, how pathsalas will get along by themselves. For six months there was no one to look after the pathsalas in the Sadr sub-division. Within the twelve months they have been inspected *once* by dint of great energy, and all this time the cry has been continually raised for more inspecting officers; a little more delay will imperil the whole pathsala system."

These representations are supported by the Commissioner, Mr. Mangles.

There is nothing of importance on this subject in the Behar reports.

In his report for Orissa Mr. Hopkins comments unfavorably on the work of the deputy inspectors, who, he thinks, leave too much of the inspection duties to the sub-inspectors. He writes:—

"Much of the apathy displayed by the deputy inspectors may be attributed to their having assistants to do their work for them. The usual excuse put forward is that the district magistrates detained them at head-quarters on office duty; this may be partially true, but the office work in Orissa is very light, and if they were detained for any such reason it must have been because they wished to be detained.

"Whilst on tour in Orissa, I was enabled to scrutinize the inspection work performed, and ascertained that no method or economy of travelling was observed. The Joint-Inspector also expressed his dissatisfaction to me. The deputy and sub-inspectors appear to have wandered about in a desultory way, passing by quite as much as they visited. I hope, however, that the warning they received when I went over their diaries with them and the Joint-Inspector, will suffice to show them that misconduct of this sort will not be overlooked.

"Officers who behave in this way cannot be fit to be entrusted with authority over subordinates. Unless the district officers do something more than countersign the diaries of the inspecting staff, I do not see how matters can be improved."

* * * * * * * *

"There ought to be no difficulty about the inspection of schools both in Cuttack and Balasore, for they lie in groups and clusters so situated that they are easily visited.

"The Joint-Inspector has been very active in his wanderings; his inspections have been thorough, and the suggestions made by him in each case valuable."

In Chota Nagpore Mr. Clarke represents that more inspecting officers are required as in other parts:—

"The inspecting staff, with reference to the number of schools, seems sufficient (in general one inspecting officer to every 50 schools or less) except in Manbhoom, where there is only one man to every 84 schools *under inspection*. Another man is wanted here. And the schools are so scattered, the square mileage so large, and the jungly journeys so long,

INSPECTION

that more inspecting power is desirable here as in other provinces. The Missions consider much more inspection desirable than is provided for the Government schools."

From all quarters demands have come up for additional sub-inspectors, and there can be no doubt that they are urgently required. To meet these requisitions a scheme has been submitted for the reorganization of the subordinate inspecting agency, and it awaits the orders of Government.

DISTRICT COMMITTEES.

DISTRICT COMMITTEES.—On the working of the district committees, their relations with the inspectors, and other kindred matters connected with the machinery of educational administration, I quote some extracts from several of the reports of the year, which discuss administrative questions of much importance and explain some of the difficulties that have presented themselves under the double system of control as now in operation.

In his report for the Presidency Division, Mr. Clarke writes as follows:—

"The Magistrate of Nuddea remarks on the small assistance in educational matters he gets from his district committee, and gives his opinion that what we want are sub-divisional committees of education. I fully agree with him. The local knowledge of a district committee does not extend over the whole of a district. Thus by the new orders the old education committees of Barrackpore and Baraset have been destroyed, and the Alipore committee placed over the whole district. I should like to revert to the former plan. The Alipore district committee has worked the suburban municipality and its neighbourhood very admirably. In managing zillah schools in Baraset and Barrackpore, they have practically to act mainly on the advice of the district deputy inspector. Zillah schools prefer being managed by the inspector; and the inspector not only has more time and more special knowledge of departmental details, but he actually has a better local knowledge of the outlying sub-divisions than many of the members who form the district committee of education.

"The district committee of Jessore met twice only in the year under report, for the purpose of administering the details of the zillah, normal, Government model, aided, circle, D, and E pathsala schools in all Jessore. The administration has, in fact, to be by the Magistrate on papers presented to him by the deputy inspector. I think the old plan that the inspector should administer on papers presented to him by the deputy inspector is better. He can give more time and bring more special departmental knowledge to bear in checking the deputy inspector. I think that the assigning of the grants to the aided schools is quite as much work as the district committees can really get through, and for this work they are well qualified. As regards the administration and account checking of the Government and quasi-Government (*i.e.*, circle, D, and E pathsala) schools, I think it is exactly the work that a department ought to be able to do better than any one else.

"The real problem in administration now before us is to relieve the magistrates from their school-work (as they have already more work of other kinds than they can see to satisfactorily) and to keep the assistance of the sub-divisional officer (and, where possible, of sub-divisional committees presided over by the sub-divisional officer) to assist in supervising the sub-inspector of schools in the sub-division and in advising the inspector; and all this requires to be managed without giving any man two masters, which we see in the present administration rules to be quite fatal to any plan.

"I reported last year that the present duplex system of appointment was the worst, in my opinion, that could be devised. I have not seen any reason to change this opinion; on the contrary, it has been strengthened. The present rules make no provision for gradual promotion or transfers, and no satisfactory provision for officiating appointments.

"I tried one transfer, viz., of the Baraset deputy inspector to Midnapore, and the Midnapore deputy inspector to Krishnaghur, at the request of the Inspector of Burdwan, grounded on the wish of the Magistrate of Midnapore, and communicated through the Director of Public Instruction. After the whole machinery had been got in motion, the two Commissioners consulted, and many letters written, the transfer was effected on paper. Then the Magistrates of Midnapore and Krishnaghur differed as to the date at which the Midnapore deputy inspector should be ordered to transfer himself, and then it was discovered that the new rules provided no means of getting the business one step forwarder.

"If, in order to get on a little faster in filling up vacancies, I go a step beyond the letter of the new rules, I get a letter from my own deputy inspector (*quasi* of the district committee) politely requesting me to confine myself within my own province; shortly after I get a letter from the Commissioner hoping that I will, for the despatch of public business, do something or other beyond my duty as stated in the new rules, and that I will act generously and cordially in co-operation with the civil officers, &c. I make these remarks to excuse myself for the reluctance I have shown to go beyond the new rules by the tenth of an inch; I am very far from making any complaint."

* * * * * *

"The present rules require that the inspector should nominate the sub-inspectors to the Magistrate, who may, if he pleases, dissent from the nomination and nominate another man for appointment. This appears intended to give the inspector all the responsibility

without any of the power. The Magistrate has merely to say (1) I acknowledge the receipt of the nomination; (2) I dissent therefrom; (3) I nominate so-and-so for appointment. But, like many of the too-clever-by-half inventions, it defeats itself entirely. Under the present arrangements, the inspector is deprived of all knowledge of the sub-inspectors whom he is to nominate for promotion; none of their correspondence comes to him; no record of their work comes to him. The Magistrate, on his side, is in equal difficulty; he gets a man nominated to him whom he cannot see and knows nothing of, and it is rather difficult for him to dissent. The sub-divisional officer, who has seen the man work, and who is the real immediate superior of the sub-inspector, has no voice in the matter.

DISTRICT COMMITTEES

"The fact is that it matters very little to whom the patronage of these appointments is given, so long as one man has them absolutely in his gift over a *pretty large area*, so that he can transfer men when necessary, fill up vacancies promptly, and systematise his promotions so as to give the steps by seniority where deserved. No one of these ends is attained by the present method, under which we have seen promotions to be nearly haphazard, and the teachers greatly disheartened."

The Commissioner, Lord Ulick Browne, adopts these views. He writes:—

"As regards district school committees, there seems to be no difference of opinion that they are useless for district purposes, though the very men who compose them would be useful as local committeemen for the sub-divisions they live in, or rather, perhaps, for portions of them. The committees rarely meet, and it is a difficult matter to get the members to come in, as, speaking generally, native gentlemen do not take sufficient interest in the subject to induce them to take a long journey to the Sadr station for the sake of attending a meeting.

"I agree with Mr. Clarke that it is advisable to relieve the magistrates of their educational business, which they have no time to do properly, and to transfer it to the inspectors, letting sub-divisional committees aid them by information and advice, and by supervising the sub-inspectors. I do not think the sub-divisional officers have time to assist much in educational matters, though they have more than the magistrates have. As regards the latter, it is only adding to several others an additional branch of business indifferently done owing to the district officers being so much overworked. An assistant inspector in each circle would, in my opinion, do more good than all the magistrates and sub-divisional officers in the circle put together.

"As regards commissioners of divisions, another year's experience convinces me of the inutility of increasing their already onerous duties by making them another link in the official chain of communication in educational matters; for, with the exception of a little formal business, this is what a commissioner is, and nothing more.

"I can see no use in taking up the time of a commissioner by making him receive, give an opinion on, and forward to the Director of Public Instruction proposals for grants-in-aid, whether the inspector agrees with the local opinion or not. In such matters, the opinion of the commissioner whether a grant of Rs. 30 or Rs. 33 should be made, can be of no real value to the Director, who could arrive at as good a decision without it as with it.

"How much better it would be for the despatch of public business generally if the local deputy inspector (whose recommendation is almost invariably adopted by the magistrate and district committee) reported to the inspector, and he to the Director. There can be no good in the commissioner doing the formal business connected with notices about examinations, and it would save two formal letters on each occasion if the inspector had not to write to him before acting.

"What Mr. Clarke says about appointments seems to me much to the point. All appointments should be left to the inspector."

This question of appointments is one of first-rate importance which certainly requires reconsideration. Under existing rules, no systematic promotions can be arranged for and transfers are practically impossible. The best men with strong service claims frequently see their inferiors and juniors promoted before them, and on all sides much dissatisfaction is expressed both by masters and inspecting officers regarding their position and prospects. This state of things is distinctly demoralizing to the department, and tends to deter good men from joining it.

Mr. Croft adopts a favorable view of the usefulness of the district committees, but he is at one with Mr. Clarke on the appointment question. In his Dacca report he writes:—

"The district committees have now been at work more than a year. That they are, or can be made most useful bodies, I have no doubt whatever. The committees can settle on the spot questions about the management of the zillah school which it might not be desirable to entrust to the head-master, and which would needlessly increase the inspector's office work. The action of the committee (or of the magistrate on its behalf) saves delay where delay might be injurious, as in giving leave to masters and appointing substitutes. The members can often give useful advice about the need and prospects of an aided school of a particular class in this or that quarter. Through the committees the pathsala money has been most successfully placed out. And more than all, when the committee is, as it often is, a real consulting body, the members take an interest in the education of the district, perhaps feel a responsibility about it which is in itself no small material gain.

DISTRICT COMMITTEES

"Still, the working of this useful institution can be improved in two directions at least. In the first place, I have noticed a certain narrowness of view about appointments Last cold weather, when I had many nominations to make of Rs. 50 and upwards, the very best man on my list, whom I had specially reserved for a particular zillah school, was demurred to by the district committee, who asked me to set aside my nomination in favor of a man known to themselves. This latter indeed was a good teacher of long service, whose claims for promotion I had been carefully considering. Still I see no advantage in putting any restrictions on the Inspector's power to appoint masters of the superior class When appointments are going, he is in regular communication with the Principal of the Dacca College, from which the school-masters come, and he knows very much more about the worth of candidates than school committees can gather from testimonials.

"My second point is, that the whole account-keeping of the department becomes disorganized as soon as the district committees interfere The inspector is supposed to keep a check over the zillah school accounts; this is absolutely out of his power. The rules are supposed to provide against misappropriation of the zillah school money; if the head-master has only sufficient courage, fraud has now become the easiest thing in the world Illustrations of this statement may be found in last year's report."

On this the Commissioner, Mr. Cockerell, remarks:—

"In regard to what I may, perhaps not inappropriately, term the controversial questions glanced at (for he has forborne to press them very keenly) by the Inspector, I desire to express my concurrence in his views both as regards the appointment of school-masters and the audit of school accounts.

"I have always thought in respect of the first of these matters, since I have had experience of the existing practice, that the double system of appointment was inconvenient, and that the making of appointments which forms a sort of technical branch of the educational administration is much better left in the hands of the "expert"—the Inspector—than dealt with as it is now"

Mr. Croft writes to the same effect in his Chittagong report:—

"I have noticed (what would be antecedently not unlikely) a certain narrowness of view with regard to important appointments exhibited by district committees. As it is, they have a very sufficient voice in the filling up of head-masterships to zillah and normal schools. Last cold weather, when I had many nominations to make for appointments of this class, the very best man on my list was rejected by one district committee in favor of a teacher locally known. Looking to facts of this kind, I cannot fall in with the opinion of the Magistrate of Tipperah, that the appointment of the higher masters of the zillah school should be vested solely in the committee. He asks—'How would a governing body of any great public school in England get on if they had to govern the school while at the same time the Home Secretary appointed the head-master?' With recent occurrences in England fresh in our memory the particular illustration suggests rather a different inference about the wisdom of giving governing bodies uncontrolled authority in appointments. But indeed the conditions are not the same here as in England. In England all candidates for an important head-mastership are known; their achievements are before the world. Here, the comparative merits of candidates are known to hardly any one except the Inspector. When appointments are going, he can balance the merits of existing teachers by what he knows of their work and their claims for promotion; he is in regular communication with the Principal of the Dacca College, which supplies all the new masters, and he can consequently find out very much more about the worth of candidates than school committees can gather from testimonials."

On the whole, there is, I believe, a general concurrence of opinion on this question, and it will probably not be difficult to arrive at a satisfactory solution of it.

GENERAL STATISTICS

GENERAL STATISTICS—The usual statistical tables are appended. They show, amongst other things, that the total number of institutions of all classes included in the departmental returns has risen during the year from 13,800 to 15,926, and that the pupils attending them have increased from 391,199 to 463,216.

The State expenditure on education has at the same time risen from Rs. 21,47,283 to Rs. 22,73,617; while the fees and fines have risen from Rs. 7,67,170 to Rs 9,74,128. The aggregate expenditure from all sources was Rs. 35,36,961 in 1872-73, and has increased to Rs 38,69,756 in 1873-74.

W. S. ATKINSON,
Director of Public Instruction.

Return of Attendance in Colleges and Schools for General Instruction as on 31st March in the years 1873 and 1874.

Colleges and Schools for General Instruction	Number of colleges and schools on 31st March		Number of pupils on 31st March	
	1873	1874	1873	1874.
Colleges and Schools receiving State Grants				
Superior Instruction—				
Colleges affiliated to the Univerty in Arts—				
Government Colleges	9	10	854	803
Private Colleges, aided	5	5	305	280
Total	14	15	1 159	1 083
Secondary Instruction—				
Higher Class English Schools—				
Government Schools	50	46	10 245	10 776
Private Schools, aided	77	76	7 604	7,516
Total	127	122	17 849	18 292
Middle Class English Schools—				
Government Schools	4	7	487	727
Private Schools, aided	421	416	21 232	21 632
Total	425	423	21 719	22 359
Middle Class Vernacular Schools—				
Government Schools	181	186	10 030	10 428
Private Schools aided	738	716	33 127	32 945
Total	919	902	43 157	43 373
Primary Instruction—				
Lower Class Vernacular Schools—				
Government Schools	26	22	828	644
Private Schools aided	461	522	15 893	17 029
Pathsalas aided	7,766	11 685	189 218	285 764
Total	8 253	12 229	205 939	303 437
Instruction for Females—				
Government Schools	1	1	85	74
Private Schools, aided (including zenana agencies)	239	250	7,115	7,512
Total	240	251	7 200	7 586
Total of Colleges and Schools for General Instruction receiving State grants	9 978	13 942	297 118	396 130
Colleges and Schools receiving no aid from the State				
Superior Instruction—				
Colleges affiliated to the University in Arts		2	.. ..	152
Secondary Instruction—				
Higher Class English Schools	44	43	11,779	10,168
Middle Class English Schools	95	97	5,559	5,785
Middle Class Vernacular Schools	97	122	3,932	5,708
Primary Instruction—				
Lower Class Vernacular Schools	3,527	174	68,129	4,697
Pathsalas, Tols, and Maktabs		1,392		34,537
Instruction for Females—				
Girls' Schools	30	60	933	1,399
Total of Colleges and Schools for General Instruction receiving no aid from the State	3 793	1 890	90 332	62,406
Grand Total of Colleges and Schools for General Instruction	13,771	15,832	387,445	458,536

Return of Attendance in Colleges and Schools for Special Instruction as on 31st March in the years 1873 *and* 1874.

Colleges and Schools for Special Instruction	Number of colleges and schools on 31st March.		Number of pupils on 31st March.	
	1873.	1874.	1873.	1874.
Special Instruction—				
Law Departments, affiliated to the University	8	6	421	269
Medical College, English Department, affiliated to the University	1	1	295	319
Engineering Department, Presidency College, affiliated to the University	1	1	135	227*
Civil Service Departments	2	3	117	203
Madrasahs .	2	3	177	314
Bengali Medical School, Sealdah	1	1	451	506
Hindustani classes, Medical College	1	1	101	72
School of Art	1	1	94	129
Other Technical Schools, Government		2		42
Other Technical Schools, Unaided		2		89
Normal Schools for Masters—				
Government Normal Schools	22	41	1,233	1 686
Guru-training classes (temporary)	6	17	130	130
Aided Normal Schools	10	11	539	569
Normal Schools for Mistresses—				
Aided Normal Schools	4	4	61	95
Total of Colleges and Schools for Special Instruction	59	94	3,7[illegible]4	4,680
Grand Total of Colleges and Schools for General and Special Instruction	13 830	15 926	391 199	463 216

* Inclusive of 27 out-students

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1873 and ending 31st March 1874.

1	2	3	4	5	6	7	8	9	10	11
	Received.									Expended
Nature of Establishment.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of native states.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
Superior Instruction—	Rs.	Rs.	Rs	Rs.	Rs.	Rs	Rs.	Rs	Rs.	Rs
University	.		22,233	600			54,430	1,711	78 974	73.834
Colleges or Departments of Colleges affiliated to the University in Arts—										
Government Colleges	1,70,911	.. .	39,669	.			74 981	29	2,04,590	2,93,914
Private Colleges, Aided	21,898		6,318	41 443			16,663	11,700	98 022	98,022
Total	2,01 809		45,987	41,443			91,644	11,729	3,92,612	3,91,936
Scholarships held in Colleges—										
Senior	23,055		.	..	.			..	23,055	23,055
Junior	37,508					.	.	..	37,508	37,508
Endowed			6,193						6,193	6,193
Total	2,62,372		52,180	41,443			91,644	11,729	4 59,368	4 58,692
Secondary Instruction—										
Higher Class English Schools										
Government Schools	1,41,511	...	6,159	10,988			2,18,621	3,960	3,81,239	3 55,156
Private Schools, Aided	49,310	262	883	57,672	25		72,943	2,496	1 83 591	1 83,020
Middle Class English Schools—										
Government Schools	7,615	.	....	177		.	10,571		18,363	18 079
Private Schools, Aided	1,20,054	558	7,268	1,39,707	300	240	81,613	5,016	3 54,756	3,48,685
Middle Class Vernacular Schools—										
Government Schools ..	49,376	42	273	1,764	.	1,736	23,541	2,756	79,488	71 690
Private Schools, Aided .	96,965	144	1,026	75,922	223	1,117	63,000	3,829	2,43 126	2 40 533
Total ..	4,64,831	1,006	15,609	2,86,230	548	3,093	4,71,189	18,057	12,60,563	12,20,163
Scholarships held in Higher and Middle Schools—										
Minor	12,914	. . .			.. ..		.	..	12,914	12,914
Vernacular	30,005	.....		.	. ..	. .	.	. .	30 005	30,005
Endowed		.	1,150						1,130	1,130
Total	5,07,750	1,006	16,739	2,86,230	548	3,093	4,71,189	18,057	13,04,612	12,64,212
Primary Instruction—										
Lower Class Vernacular Schools—										
Government Schools .	3,926	.	.. ..	1,225		889	164	806	7,010	6,911
Private Schools, Aided	28,501	.	5,496	15,828	.....	... ..	18,589	6,712	70,126	70,904
Pathsalas, Aided ...	3,56,420	52	2,076	32,602	796	1,536	2,20,848	24,271	6,38,601	6,33,256
	3,88,847	52	7,572	49,655	796	2,425	2,34,601	31,789	7,15,737	7,11,071
Scholarships held in Vernacular Schools—										
Primary	4,714	.	.	. ..	. ...	..	.	... ..	4,714	4,714
Total ..	3,93,561	52	7,572	49,655	796	2,425	2,34,601	31,789	7,20,451	7,15,785
Instruction for Females—										
Government Schools	5,905	. .	.... .	.	.....	.....	1,341	. ...	7,246	7,264
Private Schools, Aided ...	57,086	768	5,350	51,374	102	..	17,893	26,590	1,59,163	1,56,920
Total ...	62,991	768	5,350	51,374	102	... ..	19,234	26,590	1,66,409	1,64,166
Total of General Instruction ...	12,26,674	1,826	81,841	4,28,762	1,446	5,518	8,16,668	88,165	26,50,840	26,02,855

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1873 and ending 31st March 1874.—(Continued.)

	2	3	4	5	6	7	8	9	10	11
	Received.									Expended.
Nature of Establishment.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of native states.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
Special Instruction—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Law Departments affiliated to the University	1,319	.....	.....	.....	.....	.....	25,659	.....	26,978	25,699
Medical College, English Department, affiliated to the University	86,197	.....	.....	.....	.....	.....	23,618	.....	1,09,815	1,09,815
Scholarships in ditto ...	33,401	.....	592	.....	.....	.....	.....	.....	33,993	33,993
Engineering Department affiliated to the University	27,384	.....	.....	.....	.....	.....	17,290	.....	44,674	44,674
Scholarships in ditto ...	5,662	....	235	.....	.....	.....	.....	.....	5,897	5,897
Civil Service Departments ...	8,559	.....	.....	.....	.....	.....	6,378	.....	14,937	14,937
Scholarships in ditto ...	718	.....	.....	.....	.....	.....	.....	.....	718	718
Madrassahs	9,594	.....	4,477	.....	.....	.....	964	.....	15,035	15,035
Medical Schools (vernacular)	40,092	.....	.....	.....	.....	.....	16,973	.....	57,065	57,065
School of Art	18,600	.....	.....	.....	.....	.....	1,034	.....	19,634	19,634
Other Technical Schools ...	2,218	.....	.....	.....	.....	.....	.....	1,799	4,017	3,578
Normal Schools for Masters—										
Government Normal Schools	1,27,497	.....	.....	.....	.....	.....	1,520	2,507	1,31,533	1,25,391
Aided Normal Schools ...	9,546	.....	4,050	5,582	.....	.....	8	4,144	24,230	24,170
Normal Schools for Mistresses—										
Aided Normal Schools ...	7,337	.....	700	4,447	1,234	.....	3,932	2,607	20,317	20,317
Total of Special Instruction ...	3,78,124	.....	10,954	10,029	1,234	.....	97,385	11,117	5,08,843	5,00,925
Miscellaneous—										
Charges for schools abolished during the year.. ...	33,610	.....	20	2,521	40	110	5,645	27	41,973	41,973
Charges incurred in the D. P. W. on Government buildings	2,63,763	.....	.....	10,609	... .	.....	.....	.....	2,74,372	2,74,372
Sundries, including service labels	43,113	.....	.....	4,353	.....	.....	.....	.....	47,466	47,466
Total of Miscellaneous ...	3,40,486	.....	20	17,483	40	110	5,645	27	3,63,811	3,63,811
Superintendence—										
Direction	46,291	.....	.....	.....	.....	.....	.....	.....	46,291	46,291
Inspection	2,82,042	... ..	. ..	.....	... .	.....	.....	.....	2,82,042	2,82,042
Total of Superintendence ...	3,28,333	.....	.....	.....	.....	... ..	.....	.....	3,28,333	3,28,333
Grand Total ...	22,73,617	1,826	1,15,048	4,56,814	2,720	5,628	9,74,128	1,01,020	39,30,801	38,69,756

Return of Social Position of Pupils in the Colleges for General and Special Instruction, 1873-74.

Colleges.	Number of institutions.	Number of pupils on the rolls on the 31st March 1874.	Hindus.					Muhammadans.					Christians.					Others.					Total.				
			Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.
General... Government Colleges	10	803	70	681	12	1	764	2	27	3	...	32	...	6	...	...	6	...	1	...	...	1	72	715	15	1	803
General... Aided Colleges	5	280	4	251	...	3	258	1	3	...	...	4	1	15	...	...	16	1	1	...	...	2	7	270	...	3	280
Special ... Law classes in Government Colleges	6	299	35	248	1	...	284	...	14	1	...	15	...	...	...	...	...	...	...	...	...	...	35	262	2	...	299
Special ... Engineering Department, Presidency College...	1	227	4	217	...	...	221	...	1	1	...	2	...	4	...	...	4	...	...	...	...	...	4	222	1	...	227
Special ... Medical College*	3	897	74	475	247	6	802	3	44	11	4	62	1	15	17	...	33	...	...	...	...	...	78	534	275	10	897
Special ... Government Madrassahs	2†	204	...	...	...	...	...	...	202	2	...	204	...	...	...	...	...	...	...	...	...	...	...	202	2	...	204
Special ... Civil Service Departments	3	203‡	2	37	...	...	39	62	89	7	...	158	...	1	...	...	1	...	...	...	...	...	64	127	7	...	198
Special ... School of Art	1	129	1	113	8	...	122	...	1	1	...	2	...	4	...	...	4	...	1	...	...	1	1	119	9	...	129
Total ...	31	3,042	190	2,022	268	10	2,490	68	381	26	4	479	2	45	17	...	64	1	3	...	...	4	261	2,451	311	14	3,037

* Including the two Vernacular Medical Schools.

† Exclusive of the Dacca Madrasah, containing 110 pupils, who are returned in the schools of the Dacca Commissionership.

‡ No return for five pupils of the civil service class at Berhampore.

Return of Social Position of Pupils in the Schools of the several Commissionerships, 1873-74.

Commissionerships.	Number of schools.	Number of pupils on the 31st March 1874.	Hindus.					Muhammadans.					Christians.					Others.					Total.				
			Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.
Burdwan Division ...	3,578	98,754	497	22,912	61,117	51	91,577	23	1,192	4,334	...	5,549	...	257	117	.....	374	...	14	1,240	...	1,254	520	31,375	66,808	51	98,754
Presidency "	2,830	94,490	244	25,728	44,261	19	70,252	7	2,102	21,394	3	23,506	2	178	499	30	709	...	3	20	...	23	253	28,011	66,174	52	94,490
Calcutta*	321	21,917	405	4,470	468	608	5,951	8	435	152	...	595	1	743	394	327	1,465	...	3	22	6	31	414	5,651	1,036	941	8,042
Rajshahi Division ...	2,229	57,717	185	10,917	21,317	...	32,419	70	3,061	22,089	...	25,220	...	35	13	.....	48	5	8	17	...	30	260	14,021	43,436	.....	57,717
Kuch Behar " ...	127	3,007	9	385	1,112	...	1,506	6	411	976	...	1,393	6	40	.....	7	53	...	2	53	...	55	21	838	2,141	7	3,007
Dacca " ...	1,721	59,764	200	18,574	24,779	10	43,563	27	2,315	13,411	3	15,756	2	55	189	.....	246	...	5	193	1	199	229	20,949	38,572	14	59,764
Chittagong " ...	651	22,866	58	4,697	7,643	3	12,401	13	1,548	7,913	2	9,476	...	20	63	.....	83	3	124	779	...	906	74	6,389	16,398	5	22,866
Patna " ...	2,021	41,043	306	7,134	28,385	33	35,858	26	1,025	4,057	8	5,116	...	23	8	33	64	...	3	1	1	5	332	8,185	32,451	75	41,043
Bhagulpur " ...	1,091	25,677	86	3,328	15,425	...	18,839	23	643	3,912	...	4,578	...	71	242	.....	313	...	2	1,945	...	1,947	109	4,044	21,524	.....	25,677
Orissa " ...	904	19,379	24	4,207	12,492	...	16,723	2	313	1,030	...	1,345	...	107	404	596	1,107	...	...	204	...	204	26	4,627	14,130	596	19,379
Orissa Tributary Mehals ...	18	646	.....	147	496	...	643	...	2	1	...	3	...	.....	.....	.....	.....	...	...	.....	...	.....	.....	149	497	.....	646
Chota Nagpore Division ...	619	18,398	175	2,600	9,147	...	11,922	...	181	537	...	718	...	61	1,387	72	1,520	...	157	4,081	...	4,238	175	2,999	15,152	72	18,398
Total ...	16,110	463,658	2,189	112,699	226,642	724	341,654	205	13,228	79,806	16	93,255	11	1,590	3,316	1,065	5,982	8	321	8,555	8	8,892	2,413	127,258	318,319	1,813	449,783

* No return for 13,875 pupils of 184 *unaided* schools in Calcutta.

Distribution of Government, Aided, and Inspected Schools in the several Districts and Commissionerships under the Government of Bengal.

1		2	3	4	5	6	7	8
COMMISSIONERSHIPS.	Districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on 31st March 1874.	Average number of square miles to each school.	Percentage of schools to population.
Burdwan ...	Burdwan	Bengali	3,523	2,034,745	744	26,783	4·70	·036
	Bankoora	Bengali	1,346	526,772	418	10,562	3·22	·070
	Beerbhoom	Bengali	1,344	695,921	249	8,429	5·39	·035
	Midnapore	Bengali, Uriya, and Santhali... ...	5,082	2,540,963	1,801	35,023	2·82	·007
	Hooghly	Bengali	1,424	1,488,556	373	18,208	3·86	·020
	Total ...	....	12,719	7,286,957	3,585	99,005	3·54	·049
Presidency ...	24-Pergunnahs ...	Bengali	2,788	2,210 047	1,503	49,861	1·85	·068
	Nuddea	Bengali	3,421	1,812,795	560	20,142	6·14	·031
	Jessore	Bengali	3,658	2,075,021	770	24,564	4·75	·037
	Total ...	....	9,867	6,097,863	2,833	94,567	3·48	·046
Calcutta	Calcutta...	Bengali	8	447,601	331	24,156	·02	·007
Rajshahi ...	Moorshedabad ...	Hindi and Bengali	2,578	1,353,626	458	12,674	5·65	·033
	Rajshahi	Bengali	2,234	1,310,729	286	9,854	7·80	·022
	Dinagepore	Bengali	4,126	1,501,924	489	8,097	8·40	·032
	Maldah	Bengali	1,813	676,426	123	4,246	14·00	·018
	Bogra	Bengali	1,501	689,467	113	3,652	13·28	·016
	Rungpore	Bengali	3,476	2,149,972	470	9,374	7·40	·020
	Pubna	Bengali	1,966	1,211,594	293	9,872	6·70	·020
	Total ...	....	17,694	8,893,738	2,232	57,769	7·90	·020
Kuch Behar ...	Julpigoree	Bengali	2,906	418,665	84	2,043	34·50	·020
	Darjeeling	Hindi, Bengali, Bhutia, Lepcha, and Nepalis.	1,234	94,712	43	964	28·60	·040
	Total ...	....	4,140	513,377	127	3,007	32·59	·01
Dacca	Dacca	Bengali, Urdu, Munipuri, and Armenian.	2,897	1,855,993	435	19,303	6·70	·020
	Burrisaul	Bengali	4,066	1,885,196	463	12,110	8·78	·024
	Fureedpore	Bengali	2,365	1,515,821	309	10,875	7·60	·020
	Mymensingh	Bengali	6,293	2,349,917	314	10,853	20·04	·013
	Sylhet	Bengali	5,440	1,719,539	202	6,766	26·93	·011
	Total ...	....	21,061	9,326,466	1,723	59,907	12·17	·019
Chittagong ...	Chittagong	Bengali	2,498	1,127,402	193	7,796	12·90	·070
	Tipperah	Bengali and Tipperah	2,655	1,533,931	272	9,250	9·77	·017
	Noakholly	Bengali	1,557	713,934	183	5,727	8·50	·020
	Chittagong Hill Tracts	Hill dialects	6,882	69,607	3	93	2,294·00	·004
	Total ...	....	13,592	3,444,874	651	22,866	581·29	·001

Distribution of Government, Aided, and Inspected Schools in the several Districts and Commissionerships under the Government of Bengal.—(Continued.)

1		2	3	4	5	6	7	8
COMMISSIONERSHIPS.	Districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on 31st March 1874.	Average number of square miles to each school.	Percentage of schools to population.
Patna	Patna	Hindi and Hindustani	2,101	1,559,638	280	6,891	7·59	·002
	Shahabad	Hindi and Hindustani	4,385	1,723,974	271	5,390	16·18	·002
	Gya	Hindi and Hindustani	4,718	1,940,750	446	8,139	10·50	·002
	Sarun	Hindi and Hindustani	2,654	2,063,860	326	7,066	8·00	·002
	Chumparun	Hindi	3,531	1,440,815	178	3,450	19·83	·001
	Tirhoot	Hindi, Hindustani, and Tirhuta ...	6,343	4,384,706	523	10,370	12·10	·001
	Total ...	....	23,732	13,122,743	2,024	41,306	11·70	·002
Bhagulpur ...	Bhagulpur	Tirhuta, Hindi, and Hindustani ...	4,327	1,826,290	244	6,270	17·73	·01
	Monghyr	Hindi and Hindustani...	3,913	1,812,986	232	6,253	16·86	·01
	Purneah	Hindi	4,957	1,714,795	337	6,799	14·70	·02
	Southal Pergunnahs...	Hindi and Bengali	5,488	1,259,287	278	6,355	19·74	·02
	Total ...	....	18,685	6,613,358	1,091	25,677	17·13	·02
Orissa	Cuttack	Uriya	3,178	1,494,784	528	9,609	6·00	·350
	Pooree	Uriya	2,478	769,674	171	4,095	14·40	·022
	Balasore	Uriya	2,066	770,232	206	5,692	10·02	·020
	Total ...	....	7,722	3,034,690	905	19,396	8·54	·030
Chota Nagpore	Hazareebagh	Hindi	7,021	771,875	148	3,125	47·43	·019
	Lohardugga	Hindi	12,044	1,237,123	197	4,895	61·13	·015
	Singbhoom	Hindi and Bengali	4,503	415,023	80	4,928	56·28	·019
	Manbhoom	Bengali	4,914	995,570	194	5,450	25·32	·019
	Total ...	....	28,482	3,419,591	619	18,398	46·01	·018

RESOLUTION

Of His Honor the Lieutenant-Governor on the Report on Public Instruction in Bengal for the year 1873-74.

THE Lieutenant-Governor is compelled to express his concern at the delay which has attended the submission of this report. The report of the Director should be in the hands of Government by the beginning of October at latest, in order to allow of the educational progress of the year being reviewed before the subject has lost its interest. The present report, which is submitted in February 1875, refers to the examinations held by the Calcutta University in December 1873—a topic which is now altogether out of date, another series of examinations having subsequently been held.

2. The Lieutenant-Governor is aware that on this occasion the Director of Public Instruction has had extraordinary difficulty in obtaining all the data required from the various authorities who have to be consulted, and that the emergent avocations of 1874 have in many districts interfered with the punctuality usually manifested by the local officers. But Sir Richard Temple must remind all officers concerned, both civil and educational, that in the coming official year, and on ordinary occasions, promptitude in submitting educational returns is very important, and will, he is sure, be secured by their efforts and attention.

3. The scheme for the extension of primary education, which was inaugurated by Sir George Campbell's Resolution of the 30th September 1872, has made considerable progress during the year under review. At the end of 1872-73 the total number of primary schools of all classes was 8,253, of which 5,575 were aided pathsalas under the new scheme: on the 31st March last the total number had risen to 12,229, of which 9,645 were pathsalas subsidised under the orders of 1872. It thus appears that the number of the new pathsalas has largely increased, while that of other primary schools shows a slight diminution. The number of children under instruction in primary schools was 303,437, against 205,939 in the preceding year.

4. The policy which the Lieutenant-Governor desires to pursue on the question of primary education has been set forth in the Minute which he has lately recorded on the subject. He is anxious to work out that policy on the lines so well laid down by the late Lieutenant-Governor, and to build up the system on the foundation previously established. He is desirous that while the district officers should retain the executive management of primary schools, they should avail themselves to the full of the advice and co-operation of the Circle Inspectors. The Magistrate will be the better judge of local requirements, but the educational officers have an extensive professional experience, which will be useful in correcting errors and supplying deficiencies. To attain successful results in this important branch of national education, it is essential that the civil and educational departments should work hand in hand. It is not the wish of the Lieutenant-Governor that any rural schools should be left unaltered and unimproved, with inefficient teachers and imperfect methods of instruction; nor, on the other hand, that attempts should be made to introduce a standard which will divest the schools of their elementary character. The most effectual method of improving these indigenous schools, while maintaining them as places of really primary education, will be found to lie in the introduction of a system of paying according to results. The Lieutenant-Governor has read with much interest the account of the success which Mr. Harrison, the Magistrate of Midnapore, has attained by adopting this principle. The Lieutenant-Governor desires to commend these paragraphs of the present report to the consideration of all officers into whose districts it may be practicable to introduce a similar system.

5. It is satisfactory to observe that the newly aided pathsalas are attracting, in some measure, a section of the community whom the former efforts of

our educational officers had failed to reach. Of the Mahomedan children under instruction, no less than 87 per cent. were studying in primary schools. The proportion of Mahomedan boys at school is still far lower than could be wished; but the experience of the last ten years shows that the education given in the pathsalas is one which they will accept more readily than they will any other.

6. The Lieutenant-Governor desires to call the attention of district officers and committees to the remarks at page 14 of the report, on the necessity of regulating the age of the boys who may be elected to primary scholarships.

7. Secondary instruction is imparted in the middle and higher schools, which, during the year under review, contained 449,873 pupils, of whom 13,603 were girls. But there would appear to be some error in these figures, as at page 68 of the report the whole number of girls under instruction is stated to be 12,202, and above one-third of these are in the primary schools. Of the entire number of pupils in the middle and higher schools, more than one-half were in the lower section of the primary stage: that is to say, they were still unable to read, write, and understand easy sentences in their vernacular tongue. The Lieutenant-Governor would ask the Director to consider whether it would not be possible to apply a check to this by the institution of some kind of entrance examination. It might not be desirable to interfere with aided schools, but in zillah schools, at any rate, a rule might be made that no boy shall be admitted who cannot read and write his mother tongue. The necessary elementary instruction would then be given, as it should be given, in schools of a lower class, and boys would proceed from these schools to the zillah school. There appears a waste of power in employing well-paid and highly-educated masters, such as form the staff of our zillah schools, to teach little children the alphabet.

8. The Government and aided middle schools show a slight decrease of number as compared with the previous year, but an increase in the number of pupils: the unaided schools of the same class show a considerable increase in the number both of schools and of pupils. The State expenditure upon middle schools diminished from Rs. 2,92,747 to Rs. 2,74,010. At the vernacular scholarship examination, which is the educational goal of the middle class vernacular schools, there were 4,218 candidates, of whom 2,607 passed the examination and 216 obtained scholarships. The standard for the middle class English schools is that laid down for the minor scholarship course, and at the examination for minor scholarships the candidates were 1,121, of whom 796 passed and 100 obtained scholarships.

9. Of the higher schools, which teach up to the University Entrance examination, the number diminished from 171 to 165. The gross expenditure was nearly the same as in the previous year, but the State contribution showed a reduction of Rs. 16,076.

10. Pages 30 to 32 of the report contain a summary of some remarks by the Inspector of the Presidency Circle on the State provision for the education of European and Eurasians in Calcutta. Mr. Clarke believes that there are about 800 European and 5,000 Eurasian children of a school-going age whose parents are in receipt of incomes below Rs. 300 a month. For those whose incomes vary from Rs. 80 to Rs. 300, there are, in Mr. Clarke's opinion, sufficient suitable schools already, and no interference by Government is necessary. The difficulty lies in providing education for children of the poorest class, whose parents earn less than Rs. 80 per month. Mr. Clarke considers that this class could be best assisted by Government paying a portion of the fees for them at the Free School, or at some similar institution. The whole subject is under the separate consideration of Government.

11. The number of candidates at the University Entrance examination of December 1873 was 2,544, being an increase of 400 over the previous year. Of these, 2,099 were from Bengal, but only 640 of these succeeded in passing; and it is evident that many students were allowed to present themselves who ought to have remained at school for another year. From the schools of the Dacca Division, only 70 candidates passed out of 272; from Patna 26 out of 134; and from Bhagulpore 10 out of 60. On the other hand, the

Orissa schools succeeded in passing 13 candidates out of 20, and from Calcutta there were 458 candidates, of whom 194 passed.

12. The Lieutenant-Governor has noticed the remarks at page 28 of the report regarding the departmental examination in surveying and physical geography. The opinion of Government on this subject has already been communicated to the Director. The Lieutenant-Governor is not prepared to admit that a theoretical knowledge of mensuration and surveying is an adequate substitute for a practical acquaintance with the use of survey instruments in the field, and he desires that boys may be encouraged to keep up this practical training.

13. The reports of the Commissioners and Circle Inspectors, summarised in the report, tend in general to show that the condition of higher and middle schools is not satisfactory. The Lieutenant-Governor requests that the Director will be good enough to offer separately, for the Lieutenant-Governor's consideration, some remarks upon this, accounting for the decline of these schools and suggesting some remedies.

14. There are ten Government colleges and high schools and five aided colleges, besides the unaided colleges of La Martiniere, Serampore, and the Doveton College, for those students who have passed the University Entrance examination. Of the Government institutions, only four at present teach the entire course for the B.A. degree; the instruction at the others being limited to the standard prescribed for the First Examination in Arts. The Lieutenant-Governor has expressed his willingness to reconstitute the 3rd-year and 4th-year classes at the Kishnaghur College, and to supply half the necessary expense as a contribution from the State on the condition that the other half is raised by subscriptions from residents, or from the general public. His Honor deems it of much importance that all reasonable facilities for completing the academical course should be afforded to students; and he trusts that the measures now in progress for restoring the Kishnaghur College to its former status will be successfully carried out.

15. There has been some falling off in the attendance at the ten Government institutions, with the exception of the Sanskrit College, at which the numbers have been stationary, and the Cuttack High School, which shows a slight increase compared with last year. This falling off, however, is fully accounted for. It does not arise from any want of appreciation of the advantages of higher education, but is owing to the fact that an increasing proportion of students, after passing the Entrance examination, devote themselves to the study of medicine or of civil engineering. The same tendency, His Honor remarks, is observable among the holders of senior scholarships, among whom the science course of the University is very generally preferred to the alternative literature course.

16. In the Government colleges and high schools, 669 pupils were educated at an average cost to Government of Rs. 269 for each student. The cost in the different institutions varied very much. In the Berhampore College it was as high as Rs. 1,103; in the Hooghly College, which is mainly supported from the endowment of Mahomed Mohsin, the cost to Government for each student was only Rs. 26½. Taking the Government institutions and the aided colleges together, the entire cost per annum of each pupil was Rs. 428, of which Rs. 220½ were contributed by Government and Rs. 207½ were derived from fees and endowments.

17. There was a diminution in the number of candidates at both the First Arts examination and the B.A. examination of the University. This is attributable to the cause which has already been noticed as having operated to diminish the number of matriculated students at colleges and high schools.

18. Besides the ordinary course prescribed by the University, professional instruction is given in Government institutions in law, medicine, and civil engineering. Law is taught to candidates for the B L. degree and to students who desire to qualify themselves for admission to the pleadership examination. The number attending the law classes decreased greatly during the year; and though an arrangement has since been made, by which it was hoped that the

classes for first-year students could still be maintained, it seems probable that the classes will have to be abandoned everywhere except at the Presidency College. The medical instruction, on the other hand, is increasing in popularity, and the results of the year were very satisfactory in both the English and the vernacular classes, the number of students showing a large increase at a diminished cost to the State Since the close of the year a new medical school has been opened at Patna, and the Lieutenant-Governor hopes to be able to open another at Dacca in June next. The Presidency College classes in civil engineering also showed a large accession to the number of students, which made it necessary to add to the staff of lecturers; while the increase in the fee collections enabled this to be done without any addition to the Government expenditure. The number of pupils in the Calcutta School of Art rose during the year from 74 to 129, and the Principal acknowledges with gratitude the encouragement which His Excellency the Viceroy has afforded to the school.

19. This growing appreciation of the advantages of technical education appears to the Lieutenant-Governor to be a sign of healthy national progress, upon which the country may fairly be congratulated. It will be His Honor's wish to encourage the development of this spirit by opening new schools of this class where a demand for them exists, and by supplying additional teachers to the present institutions. The Lieutenant-Governor would impress upon all concerned that one main object of scientific and technical education is to enable the rising generation in Bengal to earn their own living in practical pursuits, such as mechanics, engineering, surveying, mensuration, the higher branches of agriculture, the special culture of valuable products, and the like; instead of betaking themselves, as at present, to the law and to the public service in such numbers as to overstock those professions. In urging this upon the people, the Lieutenant-Governor only desires to open to them fresh fields for their industry, new avenues for their ambition, additional means for their attainment to wealth and happiness.

20. The orders of the 31st July 1873 contemplated the establishment of a first grade normal school for each division (except Cooch Behar and Chota Nagpore) and a lower grade normal school for each district: all the stipends at lower grade normal schools being allotted to gurus and to boys who were training as primary schoolmasters. Experience has now shown that this scheme is unnecessarily expensive. The Lieutenant-Governor considers it important that the pathsala gurus should have opportunities of receiving normal school instruction; but he is satisfied that this may be done at a lower cost than is now incurred. The question is under consideration, and detailed instructions will be issued hereafter.

21. It has been noticed above that pathsala education appears better fitted to, or at all events more readily accepted by, the Mahomedan population than the instruction given in other kinds of Government and aided schools. According to the report, the Mahomedans form about one-fifth of the whole number of pupils upon our school rolls; but the Lieutenant-Governor is unable to reconcile these figures with those given at page 24 of the report. Nor do the figures in the table given on page 63 agree with the remarks of local officers in the succeeding paragraphs.

22. Under recent orders Mahomedan education has been encouraged by founding madrasahs, by opening Persian and Arabic classes at some zillah schools, and by paying from the Mohsin Fund part of the fees of the pupils. These measures were explained in the Government Resolution of the 29th July 1873 — a Resolution which has an important bearing on the question of Mahomedan education, but which is not alluded to by the Director in the present report. The madrasah at Dacca, which has been opened under these orders, has made a successful beginning; but the Lieutenant-Governor understands it to be the opinion of local officers that throughout the Lower Provinces generally the efforts made by Government for the furtherance of Mahomedan education have not as yet produced all the results that are to be hoped for. Considerable progress, however, has been made, and it is admitted that the Mahomedan community recognize the fact that it is the anxious desire of Government to encourage and

foster their improvement. It may be hoped with some confidence that the progress will be steady and permanent; that the muktabs will gradually be moulded into true primary schools; and that the middle and upper classes of Mahomedans will show more and more readiness to avail themselves of the advantages of our higher education.

23. With regard to female education, the report is not so encouraging as the Lieutenant-Governor had expected to find it, after all he has heard from well-informed native gentlemen of the marked progress in this respect among the upper classes. The total number of girls under instruction was 12,202, of whom 7,586 were in girls' schools and 4,616 were attending schools, principally pathsalas, for boys. The Lieutenant-Governor is inclined to think that the agency at our disposal may sometimes be more completely utilized. He observes it stated, on the same* page of the report, that the Female Normal School at Boalia has three or four students who could well take charge of girls' schools, but that no opportunities have offered of employing them; and a few lines lower down, that there is an adult female school in the town of Dacca which is not successful owing to the difficulty of getting a female teacher who knows Bengali well. The most successful girls' schools appear to be those connected with missions. The convent school at Bankipore, and the mission schools at Bhagulpore and in the Orissa and Chota Nagpore Divisions, are reported to be well attended and efficient. In three districts of the Dacca Division there are zenana education associations for the instruction of grown-up girls of the upper classes. But though the Inspector recommends these associations for support, on the ground that it is worth while to use such machinery as exists, the Lieutenant-Governor feels some doubt whether additional public money (beyond that which is already being spent) can be devoted to them while so many urgent requirements remain unsatisfied for want of funds. The existing grants to these associations must, of course, be maintained for the present; but the Lieutenant-Governor (as at present advised) cannot promise to extend State assistance to other institutions of this nature unless they are open to inspection by the officers of Government. With this reservation, however, the Lieutenant-Governor is anxious to afford State assistance to female education everywhere. So much appreciation of this important subject appears to be evinced by the upper classes, that the Lieutenant-Governor cannot but hope that its beneficial influence will, as it were, percolate downwards, till it gradually permeates the majority of the population.

* Page 70.

24. The Lieutenant-Governor desires to express his sense of the value of the services rendered to the cause of education during the year by Mr. J. Sutcliffe, Principal of the Presidency College (who has been temporarily officiating as Director), Mr. C. B. Clarke, Inspector of the Presidency Circle, Mr. A. W. Croft, Inspector of the Eastern Circle, and Baboo Bhu Dev Mookerjea, Inspector of the Rajshahye Circle. He is gratified to observe that Commissioners and District Officers have shown much interest in education, and his special thanks are due to those non-official members of district school committees whose time and energies have been devoted to the assistance of the officers of the Educational Department. The successful working of the pathsala system under Mr. Harrison, the Collector of Midnapore, has been remarked on above, and the Lieutenant-Governor notices with much approval the administrative ability and careful attention to details which have characterised Mr. Harrison's management.

25. The Lieutenant-Governor is much indebted to Mr. Atkinson, the Director, for valuable advice and information, especially in regard to high education; and congratulates him on the general condition and progress of the Government colleges and schools throughout the provinces under the Government of Bengal.